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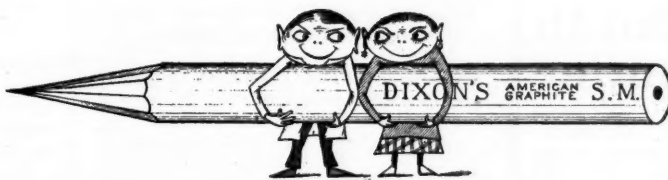
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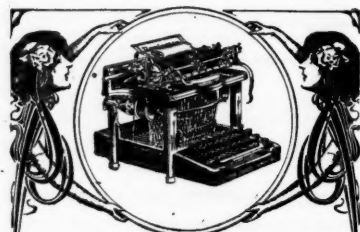
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# THE SCHOOL JOURNAL

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## Some Educational Tendencies—Wise and Otherwise.\*

By Supt. J. M. Greenwood, Kansas City, Mo.

One of the most thoughtful men of the age has well said that "there are no worlds ready made for sale or to let." Paraphrasing this thought, it may be truthfully asserted also, that there are no ready-made theories of how to raise and educate children, for sale or to let, that will work in all cases. Yet each adult who has thought little on this subject, has constructed a theory of his own, whether he has children or not, and moreover he is entirely willing to have his theories practically applied. In like manner so does each divide his own world into two parts, and he tells others how it should be regulated and run whether to the right or to the left of his line. Here so much, as in other public or private matters, depends upon the size of the thoughts each one thinks for himself, and just how they are arranged, and what material or spiritual conceptions his beliefs represent.

From the days of Solomon and Plato to the present many thinkers have worked out vast schemes of education, conforming in a large measure each to his own ideal, and as civilization has advanced from provincial to general forms, the conceptions held thru the ages have been correspondingly modified and brought within the comprehension of the average mind and shaping it into form. A hundred years ago the personal or civic relations in this country were few and simple. The individual citizen, as such, had hardly emerged into a social organism in its most elementary form. The occupations of the inhabitants of the United States at that time presented few variations except those slightly produced by climatic conditions. The education of the great majority, or what education they had, consisted of the merest rudiments of the elementary branches, and some of the political and religious duties of the citizen. Self-instinct had taught each man to protect and defend his home and state, to exchange what commodities he had for those he needed, to associate with some of his fellows in the common interests of life, to participate to some extent, in public matters, and he was guided in matters of opinion largely by what the orator or preacher said on public and private questions. His reading, if he was able to read, was confined to very few books, chiefly biographical, historical, and theological. The Bible was read aloud often on Sundays to the entire family. Frequently a book circulated thruout the neighborhood, so that its contents were mastered by many minds. Of those who had been classically educated, their intellectual horizon was greatly enlarged. These men drew their information largely from the ancient sources of wisdom and learning, and they applied the knowledge thus acquired to the present condition and situation of their own country, and their writings and addresses are filled with parallelisms which they believed to be history repeating itself. They drew their precepts for rearing and educating children chiefly from the writings of Solomon, Justinian, Plato, Aristotle, and Plutarch. The central point of the doctrine emphasized parental control and unquestioned obedience.

\*Each year, on the Saturday before the opening of schools, Supt. James M. Greenwood gives to his principals and teachers a heart to heart talk in his own characteristic, helpful way. As in previous years, THE SCHOOL JOURNAL has secured for its readers a copy of his address.

"Webster's old blue-black spelling-book" is full of these ideas, and its many short sentences give a better picture of how the honest but narrow-minded New England fathers and mothers thought children should be reared than any other volume ever printed in this country. There is no doubt but that the doctrine herein exemplified and enforced had as much to do in raising up that stalwart race of people who are to this day as distinctively characteristic as are the Presbyterians of Scotland. These later days we think the method very narrow and exacting; yet they produced men and women under that regimen of wonderful intelligence and great moral power, whose thoughts have been and are still great factors in the world's progress. As an illustration of then and now, take the giant mind of Daniel Webster. His college course of study was not superior to that now offered in many high schools, but he was moved by men of superior wisdom. It was the hard-headed logic of Judge Holmes that brought young Daniel to the earth from the clouds, and steadied his language as well as his thoughts. It was thru such solid training that New England became the leader in advanced thought.

In summing up the situation, then, it can with certainty be affirmed that the normal child, boy or girl, was taught how to work, how to obey, and, when opportunity offered, how to spell, to read, write, cipher, and some other practical information interspersed with a little history and biography. These children had much practical wisdom and a large supply of self-reliance.

The mental attitude of parents toward their children has veered around entirely from the old Puritan idea, and yet it still lingers in some minds in every locality. These old-fashioned people assumed as a background that human nature was not good either by nature or practice, but that it needed to be watched, and sometimes fiercely suppressed in some of its tendencies, and these tendencies directed into other channels. As a working basis, these parents held that older people knew better than children what was best for them, and they did not hesitate to act on this hypothesis. Their idea was to keep the child a child as long as possible, and to make somebody out of him. "Training a child in the way he should go," was their philosophy.

But the tendency of the human mind, as expressed in the will of the majority, to swing from one extreme to another, is one of the things that the historians have recorded with great exactness. From this almost Spartan method of rearing children, there sprang up a decided revolt and parental control was transferred largely from the parent to the child, so that now those who have much to do with children, especially teachers, can tell quickly, when they come in contact with the child, whether the parents rule the child or the child rules his parents. The difference is as great as that between a disciplined army and a mob.

Within the same period the educational ideals of the world have expanded many fold and in various directions. A thousand new avenues have been opened up to the people of this country since Washington died. Possibilities not dreamed of have become the most substantial and permanent realities. Under this terrific increase of personal responsibility the child is to become a citizen,



—self-governing, self-directing, and self-supporting at an early age. He is to help direct the affairs of a great, prosperous, progressive, and expanding nation, whose achievements in the future are to outrival anything accomplished in the past. To enter upon such a career and to play his part, the state comes forward to supplement individual effort and to give every boy and girl a chance equal to that of the most favored child in the land. This conception is one of the highest yet reached in the world's progress, and it is the force that gives so tremendous an initiative to the American character, whether for weal and woe, the future will decide. While it is true that the splendid opportunities thus freely offered to each boy and girl to become a significant factor in shaping the destiny of this nation, are not always embraced, or that all who desire may rise to eminence; yet, each, in his own way, is better equipped to discharge all his duties, both public and private, than if these opportunities were withheld.

We ought to learn a great deal from our own experiments as well as from foreign countries in matters educational, rather than continue as blind, nay, rash experimenters as we have done in the past. For instance, the courses of instruction in this country are not so thoroly worked over before adoption as those of France, Germany, Switzerland, and Holland. Owing to the general circulation of the newspapers in all the homes, our boys and girls are better posted on the current events of the world's doings than are the boys and girls of any other nation, but they are not so sound in their scholarship as are those of corresponding age in many European schools. Because we are a nation of readers, the knowledge level is the highest yet reached, yet it is in general more superficial than it should be. We skim too much and spread out too much instead of doing honest solid work.

Thus has been hastily sketched the general educational movement along two lines only, and from the simple to the complex, without entering into details describing the various steps by which it has been accomplished. Enough to say that if a boy or girl actually finishes the ward school course in Kansas City, or in any other city of like size in the Union, he has laid the foundation for sound scholarship, general information and culture, and he has at his command the tools of thought by which he can make substantial educational progress thru life if he is not too indolent to study. This acquisition is a permanent capital which he may, if he chooses, double many fold by a right use of his time, provided he is willing to economize his time and to read and to study the world's best thoughts. He should be a transmitter of the forces which have come down to him, and send them redoubled down to future ages. Should he decide to stand still, he will soon find the world slipping from under his feet.

Notwithstanding all that has been provided so freely for the children of this republic, there are parents who do not or will not let their children enjoy these privileges to the greatest extent. Free school-houses and free tuition lead to free books, free baths, free lunches; but human nature is so constituted that it never enjoys with a keen relish except what it earns by industrious, well-directed effort. We need injected into American character just now, the grit to work with a large admixture of moral fiber to prevent pedantry and flabbiness.

#### Technical Schools.

Kansas City needs above all other educational institutions a large polytechnic school. Such a school could in no sense be a part of the public school system, because its province lies outside and beyond what the public schools are designed to teach, and besides, the public schools are not intended to fit for special trades and professions. Such a school must be founded and maintained by private enterprise, such as the Rose Polytechnic institute, at Terre Haute, Indiana; the Bradley institute, at Peoria, Illinois; the Lewis institute, Chicago; the Pratt institute, Brooklyn; the School of Technology, in Boston. The Pratt institute, in which one can learn a trade while getting his education, is the ideal school. A unique school is nearer to us, Parkville college, in

which young men and young women can secure a sound Christian training without trimmings while learning a trade. The need of our country is for more skilled workmen and the demand can only be supplied by creating the conditions among ourselves so that it may be possible for our ambitious young men and young women to fit themselves theoretically and practically for the vocation each desires to pursue. All such institutions of learning demand scholarship first and technical skill afterwards. Kansas City is waiting, anxiously waiting, for some wealthy citizen who has the means to come forward and found such a school and put it into successful operation for the benefit of the youth of this city. This is a pressing public question, which should receive the attention of the large manufacturing and commercial interests of Kansas City. We need more skilled workmen to carry forward our own rapidly growing industries.

It should not be inferred, however, that high school, college, and university life have become so intense that the student in any one of these classes of schools should learn as much as possible in one or two lines of study in order to be able to do some one thing well, and to remain entirely ignorant of several other departments of knowledge. I do not agree fully with President Eliot's "New Definition of the Cultivated Man." The technical school should educate a man liberally above everything else, whatever it may do for him in a strictly technical sense. The liberally educated man is one whose culture is rightly balanced on those interests which pertain to nature and to man,—these being the two great departments of study, whether in the lines of original investigation or in following out what others have achieved. From this line of thought it follows that some knowledge of science, of languages, and of literature, are all necessary to a rounded culture. The opposite doctrine, which is that of utilitarianism conjoined to the time element, is that life, even tho multiplied fifty or a hundred fold, is too short except to dig quite thoroly in one little hole and then plunge headforemost into it, and leaves one's feet wiggling at the top to attract attention to what is called "original work." This, in substance, is the educational gospel that is preached from many of our universities to-day, and that is based on a fallacy,—on the law of sacrifice and stifled concentration. Shall the student shut himself off and out from many things, and concentrate his energies on one or two things? May not the college student proper take all knowledge for his province?

Yet it is not denied that during his college course he may not obtain a complete mastery of any one subject; however, there is nothing to prevent his becoming familiar, notwithstanding the demands of so-called "original research," with all the departmental types of a liberal education. One cannot take a college course without becoming more or less conversant with several branches of mathematics, with physics, chemistry, biology, botany, geology, literature, one or more languages, history, economics, psychology, ethics, astronomy. That is, in four years he has come in contact with the main type studies, and that the province of each of these studies is quite definitely mapped out in his mind. While none of these subjects have been exhaustively studied, nevertheless it is evident that a reasonably intelligent young man or young woman should emerge from a four-year college course with an equipment equal to, if not more extensive than, the one herein outlined,—broad enough to indicate, at least, what a well-informed young man ought to know of the great departments of human knowledge. For those who stand along the line of the most advanced guard in specialties, it is not expected that the college or university graduate shall know as much. It takes not only four years but a lifetime to become a successful original investigator,—as long certainly as one's school days, from the time one starts into the primary room till he graduates from the university.

It is an indisputable fact that in most of the subjects enumerated the average college student can get a great deal of useful information in a few months, if any one of these subjects be taught in a broad and philosophic



manner. It is a part of good teaching to indicate to the student, or the class, the boundary of each branch of knowledge. This is the first function of scientific teaching in secondary or collegiate institutions. The massive idea of knowledge is a sort of bugbear held up to the college and university student, but when it is examined under a system of logical analysis it is found to be composed chiefly of bold assertions that have not been seriously challenged. In the last analysis, it is a question of whether the college or university student shall learn a great deal about several things, or shall he learn

very much about one or two things? Shall his education be one scrap, two scraps, or a half-dozen, or a dozen scraps? Shall he first become an educated, cultured man, or shall he become a specialized human machine whose activity is limited to one single groove? The best thought would have him draw largely from the vast store-houses of knowledge, and then if he shows marked aptitude, he should specialize. This position is scientifically as well as pedagogically sound, and in so far as it is departed from, is exact and extensive scholarship weakened.

(To be concluded next week.)

## Teaching of Civics and Good Citizenship in the Public Schools

By R. W. G. Welling, New York.

It may be presumptuous for one who is not a teacher to prescribe for teachers the proper method of instruction in a subject so important as civics and good citizenship, but we, who take part in political campaigns, have a long standing quarrel with you, the instructors of youth, because, in this great department, your work is not better done.

Thruout the country to-day, in the great majority of instances, you are merely teaching the organization or form of government, and this, as you must realize, is scarcely more than the very beginning of civics. Children may be able to state glibly the functions of the various officers of government, while yet having formed in their minds no picture remotely resembling the real activity of these officers, and being, therefore, quite unable to recognize them and reason about them in real life. What interest has a child in the mere machinery of government? Can one readily call to mind a drier topic for children?

How can it be made interesting without, in some way, bringing them in contact with its workings? And how can they be inspired with the responsibilities as well as the privileges of citizenship?

There is a noble effort making in the "School City," a sort of George, Jr., Republic for public schools, to bring about that very contact by converting the school itself into a municipality, with mayor, common council, judges, police, and other departments, and so to bring the children into such actual relations with those offices that ignorance of their functions will be no longer possible.

The "School City," in some form or other, appears to be nothing more than the practical example in arithmetic, like the law clubs for the trial of cases in a law school, to which we were recommended, in my day, to give about half our working time. I accept the "School City" at once as an excellent foundation on which to build further. Unquestionably, in matters relating to discipline and order, it is a step far in advance of the authority of a single teacher. It inculcates habits of self-control, and each student is made to feel his share in the maintenance of order. Fear, as an inducement to good conduct, has been almost wholly eliminated. The development of the instinct of citizenship and the acquaintance with the machinery of government are acquired in the course of actually performing some of the functions of government.

The first of these cities was put in operation in 1897. The plan has been widely advertised, and yet I doubt if there are more than a very few at present in the country. In the hands of a zealous teacher its possibilities are many. It contemplates ultimately a school state government and a school national government. In one instance (p. 118, Gill System at the State normal school at New Paltz, New York), a petition was handed in from the common council of the school to the faculty "to bring before the student body such information regarding village and social improvement as will serve to help make us more intelligent and useful citizens, not only in New Paltz, but also when we go elsewhere to live."

Here we have a suggestion that the "School City" branch out and take part in the affairs of the community in which the school is located. It may be cleaner streets,

or new parks, or smoother pavements, but there must always be some activity largely removed from politics and open to the children to share under the guidance of their teachers. They become readily interested in the object to be attained. Their own department or commissioner of public buildings or public works has, perhaps, made changes in their own playgrounds, thru their own initiative. Their teacher now instructs them in the difference between the school city commissioner of public works and the actual commissioner of the town or city. It is rarely that any reform or innovation of the kind I have in mind affects but one department of the city. If at all momentous in character, several departments and several years are needed for its accomplishment. Some insight will thus be given them into the machinery of nominations and the considerations that should influence appointments to office; and thus, also, a feeling of responsibility is aroused.

This has actually been done, tho outside of the public schools. It can and should be done also in the schools. In New York, boys of fourteen and upwards have been organized to agitate for cleaner streets, new small parks, and better housing in the crowded districts. These were foreigners and the sons of foreigners. Recently I was struck, in attending a debate among them, to hear a youngster of sixteen, who was born in Russia, without affectation and with a fervor that was unmistakable, quoting from the United States constitution, repeatedly say: "Our forefathers in their wisdom provided." Thus they early learn the value of work and effort, and are imbued with the true civic spirit.

As soon as a child has learned to think it should be made to understand the politics of the country and current events, branching out from the minor interests and activities of the "School City." We have a striking illustration of what can be accomplished in this direction in the school conducted by Mr. McAndrews in New York city. After a few months of instruction and practice girls are so trained that fifteen minutes' perusal of the daily paper enables them to give a thoroughly intelligent account of the subject assigned to them, whether relating to foreign, national, state, or municipal affairs.

Mr. Wilbur F. Sherman, of the Young Men's Christian Association, New York city, has had in operation for almost eight years a plan differing somewhat in scope from the "School City." It is intended for young men beyond the school age, of sixteen and over. He organizes a class into a community that performs, not only the functions of government, but those of business and banking as well. With many charts to give picturesqueness to the work he introduces the students as emigrants who settle as farmers on the land, society being organized according to the historical development of our government. Instead of finding a city built to hand, he begins with farmers living in the township and county, the student himself choosing his quarter section of land, 160 acres. Gradually, a village is formed and this growing into a city has relations later on with state and nation. The varied relations of men and property are shown by actual transactions.

The New England township is taken as an example,

officers being elected at the town meeting. The school-house is then built, highways and public works are taken up, the treatment of the poor and the insane, and the question of high license or prohibition. At a certain stage in the town's development the pupils inherit a considerable sum of money, and become depositors and stockholders in a bank. Corporations are formed, and finally, plans are made for a railroad. This is, of course, a great event in the life of the community, and from this point dates the life of the village, known as Collegeville Center, with a population of 5,000. A post-office, bank, hotel, and other buildings are erected, and the population finally reaches the figures of a city with an area of nine square miles, divided into wards, assembly districts, senatorial, and congressional districts.

A vigorous campaign is carried on before Election day and meetings are held, at which candidates are called on to express themselves on all local, state, and national issues, and all details of primaries, conventions, and, finally, the Australian ballot system, are faithfully carried out.

At least twenty-five lessons of one hour and a half each are required to cover the course, and at least twenty-five students to compose a class.

Collegeville, however, is a fictitious institution gotten up only for the purpose of more conveniently teaching the workings of the government of an industrial community, while the "School City" is an actual institution in which it is attempted to make the children play a real part, and in which their interests are vitally affected. In one case, it is government by illustration; in the other, it is actual government. Therein lies the essential difference.

Civics, then, is best taught by exercising some of the functions of civil government; in other words, we must teach applied civics. The appreciation of privileges and responsibilities which constitutes good citizenship is best acquired by taking part in some form of civil government.

Your work avails nothing, however, if you omit the invaluable inspiration arising from the reading of history, poetry, and stories in which work for the good of the state is made the measure of heroism. I knew a lad who was kept reading and re-reading Roman history until the deeds of prowess and valor, all for the glory of Rome, were stamped into his very character. While others read of the courage and daring of pirates and robbers and mere adventurers, who incurred dangers and suffered wounds wholly for their personal glory, this student of Roman history came to appreciate the greatness of enduring all these things for his country's sake. The repeated admonition to a child to be unselfish, to show a self-sacrificing spirit for the good of the state, not only fails to stir in him the proper spirit, but may even poison his mind or set his heart against the very qualities that wear these virtuous labels. His imagination must be stirred and his capacity to idealize must be developed by the reading of poetry, biographies, and great novels.

The American people are at present preoccupied with their own great industrial growth. The politicians plow and sow and harrow and fertilize and look after the crops thruout the year, and, on Election day, the citizen voter bears a hand with the reaper and assists at the gathering of such crop as the politician has left to be gathered. This, of course, is the crux of the whole situation.

The new generation must be imbued with a new spirit of civic patriotism, and the situation is one that you, above all others, are bound to meet. How can this be accomplished? First of all, you must teach the machinery of government by means of some form of applied civics; then you must impart a knowledge of the country's history and the great principle of democracy, together with the tremendous responsibilities it entails upon individuals—our own peculiar message to the world. In addition to this, you must inspire some of the idealism that comes from the study of the lives of great men and the reading of great books, some of the spirit that once belonged to the Hebrews, the Greeks, and the Romans to whom patriotism was religion.

## The Broader Scope of School Hygiene

By THOMAS D. WOOD, M. D., Professor of Physical Education, Teachers College.

[Abstract of Address.]

The medical inspection of schools for the control and prevention of infectious and contagious diseases is important, and is conducted measurably well in a number of cities. This is primarily, however, a public health measure and represents the most external phase of school hygiene.

This subject has been too largely concerned in the past with the more mechanical factors in the child's environment—such as the sanitary features of the school building, and the sources of communicable disease. These things should not be neglected; but the pupil and his own personal status and problems should receive far more attention than they get at present.

Health should not in the slightest degree be sacrificed to anything else in education. School life to-day is at the best a formal, artificial, and, in many respects, an unhygienic process. With the advancement of civilization each generation knows less instinctively how to keep well. All of the influences at work emphasize the increasing importance of school hygiene.

This department is concerned with all the factors in education related directly to health. The phases of this field may be classified as follows:

I. The biologic study and examination of the pupil: This will give necessary information to parent and teacher about organic conditions and tendencies. It is essential to the understanding of intellectual power and capacity. The examinations should be made at intervals to be determined by the age and individual condition of the pupil. They should include personal history, certain measurements of the body, tests of sight and hearing, and of various qualities of the muscular and nervous systems. There should be careful physical examination to determine whether conditions exist which should be brought to the attention of the family physician. These biologic examinations are educational in purpose, should be made in a uniform manner, and by a school hygienist. Examinations of nearly nine hundred school children during the past year brought to light conditions in ten per cent. of the pupils which were referred to the parents with the recommendation that medical attention be given to them. Accurate knowledge of the pupil is the primary condition for successful education. If this knowledge is to be accurate its basis must be biologic.

II. School hygiene should study, test, and judge the entire school environment from the standpoint of health. This involves not only supervision of buildings, grounds, lighting, heating, ventilation, furniture, books, etc., but also hygiene of instruction, arrangement of hours, recesses, alternation of activities, and all factors in the life and surroundings of the pupil.

III. School hygiene should provide in physical training for the larger fundamental motor activities, which must supplement the finer, more specialized movements of school work, to provide for the complete, well-balanced organic and physical development of the pupil. Physical training should be more scientific and closely correlated with the rest of education. Unification of the interests of school hygiene and physical education will help to these ends and be to the mutual advantage of both sides of the same field.

IV. School hygiene should provide also for the instruction of the pupils in matters relating to health and hygiene. Hygiene should be taught in a natural way thruout school life. This instruction should be given in the elementary schools by the grade teachers. All of the instruction on this subject, however, should be under the supervision of the school hygienist. The course of study in hygiene; the progression from grade to grade; the correlation with other subjects, all should be under the care of the hygiene specialist.



Several conditions are necessary if child life is to be protected and fostered on the health side:

Educators and the influential public must believe thoroly and practically in school hygiene and provide for it in the schools.

Every teacher should have a keen appreciation of health values and co-operate with the efforts made for hygiene. Brief and comprehensive courses in school hygiene should be given in the normal and training schools for teachers.

Advantage should be taken of the fact that special teachers of physical training are being very generally employed in the schools. The work of this teacher should be enlarged, to cover, in supervision and organization, all phases of school hygiene.

Specialists in physical education and school hygiene should be broadly and thoroly trained to do the work in this important field of education.

### Economy in Teaching School.\*

By PRIN. E. L. BLACKSHEAR, Prairie View State Normal and Industrial College of Texas.

In discussing the subject of economy in teaching school we are dealing with economy as applied to living energy. It may be defined as the differentiation of energy from lower forms and powers to higher, without waste and with the minimum of friction. In the case of pupil and teacher, this differentiation becomes conscious and may be directed, whether advantageously or disadvantageously, according as the directing energy is or is not in accord with the innate energy of evolution in the pupil's nature.

Re-adjustment within the organism, and re-adjustment of organism to environment and of environment to organism, must correspond to the growing efficiency of the differentiated (differentiating) organism.

Under a perfect system or with ideal conditions, all lower energy reappears in higher forms and powers, with that increment of power which is the result of vitality in the organism in the course of evolution or development.

#### The End of Education.

Character is the term that indicates the greatest efficiency, the truest economy of the personal and social forces. Ignorance and weakness in character produce loss, waste, deterioration, degradation of the person and the community, the lack of character as seen in vice, of whatever kind or degree, is the evil of evils. Character is poise, balance, equilibrium; perfect capability of action and emotion in every possible normal direction, with perfect power to refrain from action and feeling, or to regulate fully the intensity of such action and feeling.

The supreme purpose of education and its supreme test are seen in character—this balanced state of the physical, intellectual, moral, social, and practical faculties that eventuates in wise and right action and conduct. The true education will give as its outcome physical integrity; intellectual sanity, accuracy, honesty, and moral wholesomeness and power. Education is the evolutionary impulse and tendency become conscious and moral and purposeful. It is the outpost of development and is ever pressing forward farther and farther into the unknown. The advancing mind of the individual and of the race finds itself at every point in new circumstances, but faith, hope, and affection abide and are sufficient: "There is a path which no fowl knoweth and which the vulture's eye hath not seen. The lion's whelps have not trodden it, nor the fierce lion passed by it. The depth saith, 'It is not in me;' the sea saith, 'It is not with me.'" This path is education and the "topaz of Ethiopia shall not equal it; neither shall it be valued with pure gold."

\*This is the fifth of series of articles by Mr. Blackshear on problems relating to economy in school work. The previous discussions appeared in THE SCHOOL JOURNAL for December 27, January 24, March 7, and April 11.

### The Educational Needs of the Negro.

Address by the REV. C. T. WALKER, D. D., Pastor of Mt. Olivet Baptist Church, New York City, the largest negro congregation in the North.

I am to speak for and in behalf of a race peculiarly situated; a race born amidst persecution, disciplined in the school of slavery nearly 250 years, and emancipated forty years ago without education, experience, money, or competent leaders, and, in many instances, without names—a race that has been true and loyal to America from the great Revolutionary struggle to this period of the twentieth century—a race that has not only stood by and defended America's flag, but has also been true to America's interest. And the American people, in order to do effective work in the elevation of my race, must believe in the manhood of the negro and have faith in his moral, spiritual, and intellectual possibilities.

The negro has made wonderful progress since his emancipation in the development of knowledge, character, and the acquisition of property. The South has done well in her appropriations by the various legislatures for education, when we consider the poverty, devastation, and bad feeling which came with the period of reconstruction.

The leaders of my race recognize the responsibility devolving upon them to lead the race into the possession of a more intelligent honorable citizenship. They have commenced the serious and difficult task, and with the Divine guidance and the assistance and encouragement of the friends of popular education, success is absolutely certain. Judging the future by the past and the present, negro illiteracy will be reduced to a greater extent in the next twenty years than it has been in the entire forty years of freedom. The past has been foundation work, and much foundation work remains yet to be done. This work is not always pleasant, neither is it always conspicuous. To be permanent and durable much of it must be out of sight; but the entire work is appreciated as the building in process of erection assumes proportions and gradually rises towards completion.

The results of this work are clearly apparent, and, on the whole, highly gratifying. For the negro has reduced his illiteracy by 50%. We have 2,500,000 negro children in the public schools; 35,000 negro teachers; 45,000 students in higher institutions; 30,000 students learning trades, and 3,000 students pursuing classical and scientific courses. For the bringing about of these splendid results, I am by no means unmindful of the work of that noble army of Christians, men and women, by whose self-sacrificing efforts the very cornerstone of our intellectual freedom was laid, and the thousands of Northern philanthropists who have poured out their wealth for the support of our Southern schools.

Out of their wretched poverty the negroes have given for education \$13,065,000. They have expended for school property \$15,000,000. Negro students have taken high rank at Harvard, Yale, Brown, Oberlin, and other representative institutions.

The negro's progress is remarkable when we remember the short time in which this progress has been made, and the adverse circumstances under which the race has had to labor. The negro is behind, not because he is incapable of intellectual growth and development, not because he differs essentially from other races, but because of the times in which his lot has been cast, and the peculiarly trying conditions with which he has had to contend. The negro race has the vices and virtues, abilities and disabilities of other men. He loves freedom, he hates oppression. He is an ardent admirer of justice, he has no love for injustice, having been intimately acquainted with it for 250 years.

The negro is patient under the most exasperating and trying circumstances. He has been loyal to every trust committed to him, both in war and peace. He stood guard over Southern homes during the Civil war, defending and supporting helpless children and defenseless women. He wept over the grave of his master as sin-



cerely as Jacob mourned for Joseph. At the close of the war he returned to the white men their wives and children untouched, unharmed, and unblemished. There is no record of a single negro betraying the trust committed to him during the four long years of bloody conflict.

There is no essential difference between the negro and any other race. While he is charged with being imitative, there are some things in which he does not care to imitate his white brothers. He does not believe in committing suicide. He rarely if ever makes assignments. He does not believe in bankruptcy nor in emigration.

The educational needs of the negroes of the South may be summed briefly as follows:

1. A better system of public schools; which means longer terms, better teachers. I mean thoroly educated, professionally trained teachers, who will follow teaching as a profession and not as a stepping-stone to something else. We need a well regulated system of public schools for the rural districts.

2. We need trade and technical schools for the masses. The question, "What sort of an education does the negro need?" finds its answer in the economic law of supply and demand, and not in his ethnological characteristics, inherent ability, and political status. Broadly speaking, the negro needs every sort of education necessary to the conduct of every phase of civilized life; but the ratio of lawyers, doctors, skilled artisans, etc., needed to the entire race is, owing to conditions peculiar to the present time, not proportional to that of the white people, either North or South. The reason for this disparity is that the negro's greatest and most imperative need is the ownership of good homes and the accumulation of wealth, moral and intellectual training, and skilled ability in the production of staple, raw material for the world's commerce. Reckoning on the basis of a negro population of 9,000,000 (adults 3,500,000 or 4,000,000) in this country, an approximate estimate shows that there are needed 10,000 or 12,000 educated negro preachers, about 10,000 physicians, 5,000 lawyers, 135,000 teachers, and 1,000,000 skilled artisans, merchants, etc. Eliminating about 5,000,000 children and subtracting the 1,160,000 accounted for in the estimate just given, there remains 2,840,000. These should engage in agriculture and other productive work. They represent the greatest educational demand of the race, and therefore this demand should be more largely supplied than that of any other class. That is, industrial training, preferentially agricultural, should be given to three out of every four persons in the race.

Of course it goes without saying that the industrially trained should also have a good common school education as a pre-requisite to their special training in the industries, and to intelligent citizenship. And when I refer to industrial and agricultural schools, I mean real schools, not shams and fakes. The skilled mechanic and the scientific farmer can find remunerative employment in the South as he cannot find anywhere else. The South has as yet set up no barrier to prevent a man from making an honest living on account of the color of his skin. We need several more schools in the South like Hampton and Tuskegee. The governor of Georgia believes that \$3,000 should be appropriated by the legislature of that state for an industrial and mechanical college in each of the eleven Congressional districts of the state for white young men. The distribution of these schools would give a greater impetus to agriculture in the state, and would reach a larger class of white young men.

Every Southern state needs a number of industrial and agricultural schools for the colored young men and women. I do not believe there need be any fear of an over-production of industrially and mechanically trained colored people. I am quite sure there is an imperative need of scientific farmers thruout the South.

3. In the third place, we need high grade normal schools and colleges for the training of teachers, leaders,

and professional men. We need industrial training for the masses,—practical education. But in order to have competent leaders, cultured and intelligent educators, professional men of skill and ability, I plead also not only for the higher education of the negro, but the highest. I believe it to be the order of Divine Providence that the negro shall maintain and preserve his racial identity. The race must produce intelligent leaders. No race can succeed by allowing another race to do its thinking.

We are going to advocate industrial training for the masses; and the best people of my race believe in the great work that Booker T. Washington is doing at Tuskegee. But while we love Hampton and Tuskegee, we also honor those institutions that stand for the higher education of the race. We shall still send our ambitious, aspiring students to the best Northern universities, where they have proven themselves susceptible of the highest intellectual development.

Negro students from the South, sons of slaves, have entered Harvard, Yale, and Brown, and crossed intellectual swords with the sons of America's most cultured citizens; and these negro boys, with no centuries of civilization and culture behind them, no two and a half centuries of the white man's opportunity, have plucked laurels and won well merited honors in the greatest schools of America.

The negro race needs the highest educated men and women to train and prepare the future leaders of the race; to give encouragement and inspiration to the aspiring young men and women who will make these instructors their ideals—these teachers, members of the same race, have come in possession of the moral and intellectual qualities which fit men and women for usefulness and entitle them to the respect and confidence of mankind.

The black man of the South, with well regulated schools in the rural districts, with protection to life and property, will purchase and cultivate lands, and will, by the aid of industrial education, become an important factor in the development of the almost boundless resources of the South. It is said that the colored laborer performs four-fifths of the agricultural labor of the Southern states, and all of the unskilled labor. It is estimated that his share in the cotton, corn, wheat, rice, oats, etc., amounts to \$610,786,183, a sum equal to \$8.14 for every inhabitant of this country, or \$61 per capita for every individual of the race. If we divide the total amount of these products made in the entire country by the population, it will be found that the per capita production is only \$27.80, whereas the colored man's part is \$61 per capita, thus showing his great activity as an agricultural laborer, and the splendid part he is playing in the industrial development of the nation. This vast contribution to the wealth of the nation is made without disturbing the industrial and commercial tranquillity of the country by strikes or labor riots of any class whatever. The colored man never strikes unless he is forced to do so.

As the colored man is trained industrially and learns the science of agriculture, his contribution to the national wealth will be much larger. The leaders of my race recognize the present as the most critical period of our history as a race. It is the period of adjustment, and we know that our success will not depend upon the conflict, but concord and coöperation with the best thought and sentiment of this American nation. The Southern negro is becoming serious; he is beginning to think. He is striving earnestly to better his condition. These lines of Ella Wheeler Wilcox, "The Black Man's Claim," express very pathetically the condition of my race:

"Out of the wilderness, out of the night,  
Has the black man crawled to the dawn of light;  
Beaten by lashes, and bound by chains,  
A beast of burden with soul and brains,  
He has come thru sorrows and need and woe,  
And the cry of his heart is to know, to know.

Finally, I believe in the possibilities of my race because I have faith in God. The negro is in America by the providence of God; he has a mission to perform.

2. I am hopeful of my race because I have faith in the American people. The trend of public sentiment in this country as expressed by its best citizenry moves in the right direction. God will keep on hand a sufficient number of humanitarians, statesmen, educators, and philanthropists as the salt of the earth to season the masses, and America will become more and more an ideal nation.

3. I am hopeful of the negro's future because I have faith in my race. We made a record as slaves for loyalty and devotion to every trust committed to us that is without a parallel in history. The old plantation melo-

dies reveal the inward condition of the race. They breathe the spirit of peace and good will, and express as best they can the sentiment of the angelic anthem that was sung on Bethlehem's plain that was to be the prophetic music of the ages. A race that can carry the heaviest burdens without murmuring and complaining must ultimately succeed. A people who can see the star of promise on every storm cloud deserves encouragement. The race asks for time, help, opportunity, and simple justice. Don't expect us, in less than forty years, with very limited opportunities, to measure up to the white race with 250 years of unlimited opportunities. Give the negro the same opportunity you give to other races, and we promise you a negro citizenship of which the world will be proud.

## New York City Syllabi. VIII.

### The Work in English.

(Concluded.)

#### Grade 5B.

Composition.—Oral and written reproduction, exercises in invention. Model compositions studied and imitated; topical outlines; paragraphs and stanzas from memory or dictation. Study of simple sentences with compound parts; chief words distinguished.

Penmanship.—Movement exercises; writing from copy.

Reading.—From readers and other books; the meaning of new words. Ethical lessons. Use of library books.

Spelling.—Words from lessons of the grade; stems, prefixes, and suffixes.

Memorizing.—Prose and poetry.

Composition. As in the preceding grades. The drills on correct forms should include the use of irregular verbs, of prepositions, and of personal pronouns forming parts of compound subjects or objects.

Exercises in invention, model compositions, topical outlines, and paragraphs and stanzas from memory or dictation, as in preceding grades.

From the study of sentences with compound parts, the agreement of the verb with its subject, the correct use of nominative and objective case forms of the pronoun, and the punctuation of words in series, should be made clear.

Pupils should learn to distinguish the subject word, the predicate verb, and the complement of the verb.

Penmanship, as in the preceding grades.

Reading. Several readers more difficult than those read in 5A, including Longfellow's "Hiawatha" (complete); DeFoe's "Robinson Crusoe"; Hawthorne's "True Stories of New England History"; and books to supplement the work of the grade in nature geography, and history. See suggestions under preceding grades.

The meaning of new words, as in 4A.

Ethical lessons and use of library books. See introductory notes.

Spelling.—At least 300 new words selected from the pupils' vocabulary and from the lessons of the grade. Review of words frequently misspelled.

The stems, prefixes, and suffixes taught should be such as occur in common words; for example, *port*, *re*, and *ness*. The presentation of these should be both analytic and synthetic. The pupils should be trained to get the meaning of words, where possible, from the derivation. They should give the literal and the current meanings of the words which they analyze.

Memorizing.—As in 5A. Selections may be made from the following list:

|                                |   |   |   |            |
|--------------------------------|---|---|---|------------|
| The World Wants Men            | • | • | • | Anon       |
| Aladdin                        | • | • | • | Lowell     |
| Psalms of Life                 | • | • | • | Longfellow |
| To the Fringed Gentian         | • | • | • | Bryant     |
| The Planting of the Apple-Tree | • | • | • | Bryant     |
| Paul Revere's Ride             | • | • | • | Longfellow |
| Barbara Freitchie              | • | • | • | Whittier   |
| To-day                         | • | • | • | Carlyle    |

#### Grade 6A.

Composition.—Oral and written reproduction; reports, descriptions, and invention. Model compositions studied and imitated; topical outlines; paragraphing.

Grammar.—Technical grammar with text-book. Sentences classified; definitions of the parts of speech.

Penmanship.—Exercises to secure speed and legibility; business form from copy.

Reading.—From readers and other books. Ethical lessons. Use of library books.

Spelling.—Selected words; stems, prefixes, and suffixes; use of dictionary.

Memorizing.—Prose and poetry.

Composition.—As in preceding grades. The drills on correct forms may include the use of irregular verbs, prepositions, and relative pronouns.

The reports on matters of interest should be made orally. Pupils should be trained to keep to the subject and to talk clearly and coherently. Descriptions of objects, scenes, or pictures should be studied, reproduced, and imitated.

Invention, model compositions, and topical outlines, as in preceding grades.

The principle of paragraphing should be studied thru the analysis of model compositions and thru the construction of topical outlines for similar compositions.

Grammar.—The work of this grade is a study of the sentence and of the functions of words in sentences. Simple sentences should be separated into their subjects and predicates. The chief word or words of each part should be distinguished. The sentences should become longer and more difficult as the work advances.

Sentences should be classified according to their use, as declarative, interrogative, and imperative. The exclamatory sentence may be treated separately or as an emphatic form of each of the three classes just mentioned.

Parts of Speech.—Words should be classified according to their uses in sentences. In the formulation of a definition, which should always follow and not precede the study of a part of speech, stress should be laid upon this idea of use, thus: "A noun is a word used as a name."

Penmanship, as in the preceding grades, with special attention to ease, legibility, and speed.

Reading.—Several readers more difficult than those read in 5B, including a book of heroic ballads: Lamb's "Adventures of Ulysses"; Hawthorne's "Wonder Book"; Hale's "A Man Without a Country"; and books to supplement the work of the grade in nature, geography, and history. See suggestions under preceding grades. Informal talks on books read at home, with a view to arousing an interest in good reading, are of great value. In recommending books the teacher should be influenced by the tastes and interests of the individual pupils.

Ethical lessons and use of library books. See introductory notes.

Spelling.—At least 300 new words selected from the pupils' vocabulary and from the lessons of the grade. Review of words frequently misspelled.

Stems, prefixes, and suffixes, as in 5B.

There should be frequent practice in finding words quickly in the dictionary and practice in using the dictionary as an aid in spelling and in pronouncing difficult words.

Memorizing.—As in 5A. Selections may be made from the book of poems assigned for reading and from the following list:

|                                |   |   |   |            |
|--------------------------------|---|---|---|------------|
| Orpheus with his Lute          | • | • | • | Shakspeare |
| The Destruction of Sennacherib | • | • | • | Byron      |
| A Man's a Man for A' That      | • | • | • | Burns      |
| The Minstrel Boy               | • | • | • | Moore      |
| Abou Ben Adhem                 | • | • | • | Hunt       |
| The First Snowfall             | • | • | • | Lowell     |
| Nobility                       | • | • | • | Cary       |
| Sheridan's Ride                | • | • | • | Read       |
| Song of Marion's Men           | • | • | • | Bryant     |

#### Grade 6B.

Composition.—Oral and written reproduction of lessons of the grade; reports, descriptions, and invention. Model compositions studied and imitated; topical outlines; paragraphing.

Grammar.—Subdivision, inflection, and syntax of the parts of speech; phrases classified; analysis and synthesis.

Penmanship.—Exercises to secure speed and legibility.

Reading.—From readers and other books; appreciative reading of selections from literature. Ethical lessons. Use of library books.



**Spelling.**—Selected words; stems, prefixes, and suffixes; use of dictionary.

**Memorizing.**—Prose and poetry.

**Composition.**—Exercises in oral and written reproduction, reports, descriptions, invention, model compositions, topical outlines, and paragraphing, as in preceding grades.

**Grammar.**—The instruction should be limited to the subdivision, inflection, and syntax of nouns, pronouns, adjectives, adverbs, prepositions, and conjunctions. Only the most important subdivisions should be studied; of nouns, two classes, common and proper; of pronouns, four classes, personal, interrogative, relative, and adjective; of adjectives, two classes, descriptive and demonstrative; of adverbs, those expressing time, place, degree, and manner, and interrogative adverbs; and of conjunctions, copulative and disjunctive. Rules of syntax should be studied in connection with words occurring in sentences.

Phrases should be classified according to junction, as noun, adjective, and adverbial—not according to form.

Analysis and synthesis should be limited to simple sentences.

Penmanship, as in the preceding grades.

**Reading.**—Readers more difficult than the readers of 5B, including parts of Bryant's "Ulysses Among the Phæacians", a book of poems on subjects relating to American history, as Brander Matthew's "Poems of American Patriotism", and Hawthorne's "Tanglewood Tales."

The power of sustained interest is cultivated by the reading of long selections or of complete works of considerable length.

Generally, the first reading of a selection chosen for appreciative study should be rapid, in order that pupils may get a conception of the piece of literature as a whole; part of the reading may be done by the teacher, part by the pupils in class, and part by the pupils at home. During the second reading, only those difficulties which stand in the way of essential meanings should be considered; attention should be given to the thought and feeling expressed rather than to the form of the selection.

Ethical lessons and use of library books. See introductory notes.

**Spelling.**—At least 300 new words to be selected from the pupils' vocabulary and from the lessons of the grade. Review of words frequently misspelled.

The stems, prefixes, and suffixes, as in 5B.

Use of dictionary, as in 6A.

**Memorizing.**—As in 5A. Selections may be made from the book of poems assigned for reading, and from the following list:

|                                  |            |
|----------------------------------|------------|
| The Spacious Firmament . . . .   | Addison    |
| Burial of Sir John Moore . . . . | Wolfe      |
| The Builders . . . . .           | Longfellow |
| Old Ironsides . . . . .          | Holmes     |
| One by One . . . . .             | Proctor    |
| "Breathes there the man" . . . . | Scott      |
| The Blue and the Gray . . . . .  | Finch      |
| The White-Footed Deer . . . . .  | Bryant     |

#### Grade 7A.

**Composition.**—Study of specimens of narration, description, exposition, and familiar letters, selected from literature; similar compositions from topical outlines; reports on home reading; paragraphing. Attention to clearness and accuracy.

**Grammar.**—Subdivision, inflection, and syntax of the parts of speech; phrases and clauses classified; analysis and synthesis.

**Reading.**—Appreciative reading of at least one masterpiece of prose and one of poetry. Ethical lessons. Use of library books.

**Spelling.**—Selected words; synonyms; use of dictionary.

**Memorizing.**—Prose and poetry, including extracts from the literature used for appreciative reading.

**Composition.**—The following plan is suggested for a study of specimens of narration, description, exposition, and familiar letters selected from literature:

1. The selection should first be read for its general import.

2. A more careful second reading should follow for (a) subject matter, (b) plan, (c) expression (attention to sentence structure and choice of words).

3. A third reading for increased appreciation should follow.

The specimens selected should be simple narratives, some with and some without plot; descriptions of persons, places, flowers, animals, etc. Outlines of the specimens for study should be constructed by the pupils under the supervision of the teacher; the selections should occasionally be reproduced; the selections may then be imitated.

Reports on home reading should be made orally, and should include accounts of current events gathered from the newspapers or magazines.

To obtain clearness and accuracy special attention should be paid to precision in the choice of words and to the position of words, phrases, and clauses.

For suggestions concerning correction, paragraphing, capitalization, and punctuation, see preceding grades.

**Grammar.**—The instruction should be extended to subdivision, inflection, and syntax of all the parts of speech.

Verbs should be classified according to use, as transitive, intransitive, and copulative, and, according to form, as regular and irregular. The active and passive voices of transitive verbs should be taught.

The names of tenses should be the following: present, past, future, present perfect, past perfect, and future perfect. The names of moods should be indicative, imperative, and subjunctive. The classes of conjunctions, particularly to be considered in this grade, should be the two general classes, the co-ordinating and the subordinating.

Subordinate clauses should be classified according to function, as noun, adjective, and adverbial—not according to form.

There should be analysis and synthesis of easy sentences of all kinds. Analysis has for its object a clear understanding of the meaning of language gained thru a careful examination and a correct determination of the relations existing between its various elements, as words, phrases, and clauses. Synthesis should supplement analysis and should include the contraction of two or three short sentences, expressing related ideas, into a sentence of appropriate form; for all such exercises the material should be supplied by the teacher.

**Reading.**—The following is suggested as a general plan for the appreciative reading of a masterpiece of literature.

First reading for general conception; some portions read by teacher for the purpose of creating a right atmosphere; other portions read aloud by pupils in class; minor portions read by pupils at home.

Second reading for the more careful treatment of important parts, the aim being to bring about an appreciation of the beauty of the selection rather than to accumulate a fund of information concerning words or allusions.

Third reading for effective oral rendering of those parts of the selection which make special appeals to the pupils' imaginations and sympathies.

The following are suggested for appreciative reading: Whittier's "Snow-bound" and "Songs of Labor"; Longfellow's "Courtship of Miles Standish," and parts of "Tales of a Wayside Inn"; Irving's "Sketch Book"; Dickens's "Christmas Carol"; Hawthorne's "The Great Stone Face."

**Spelling.**—At least 300 new words to be selected from the pupils' vocabulary and from the lessons of the grade. Review of words frequently misspelled.

The groups of synonyms taught should enrich the vocabulary and lead to a discriminating use of language. Pupils should be trained (1) to give the meaning common to all the words of a group; (2) to give the special meaning of each word in the group, and (3) to use each word so as to show its distinctive meaning.

Use of dictionary, as in the preceding grades. Practice in selecting special meanings to correspond with special uses of words.

**Memorizing.**—As in 5A, except that the minimum number of lines should be eight. Selections may be made from the books assigned for appreciative reading, and from the following list:

|   |            |
|---|------------|
| Fiftieth Birthday of Agassiz . . . .    | Longfellow |
| To a Waterfowl . . . . .                | Bryant     |
| The Finding of the Lyre . . . . .       | Lowell     |
| The Year's at the Spring . . . . .      | Browning   |
| "It is not growing like a tree" . . . . | Jonson     |
| Daybreak . . . . .                      | Longfellow |
| Bannockburn . . . . .                   | Burns      |

#### Grade 7B.

**Composition.**—Study of specimens of narration, description, and exposition, selected from literature; similar compositions from outlines; social and business correspondence; reports on home reading. Attention to clearness and accuracy. Application of the rules of syntax in the criticism and correction of compositions.

**Grammar.**—Systematic review; analysis and classification of sentences; functions of word, phrase, and clause elements; subdivision, inflection, and syntax of the parts of speech.

**Reading.**—Appreciative reading of at least one masterpiece of prose and one of poetry of at least 500 lines. Ethical lessons. Use of library books.

**Spelling.**—Selected words; synonyms; use of dictionary.

**Memorizing.**—Prose and poetry, including extracts from the literature used for appreciative reading.

**Composition.**—For a study of specimens of narration, description, and exposition selected from literature, similar compositions from outlines, reports on home reading, attention to clearness and accuracy, application of the rules of syntax in the criticism and correction of compositions, see preceding grades.

The study of social and business correspondence should be confined to useful forms.

**Grammar.**—The purpose of this review is to lead the pupil to arrange his knowledge of grammar so that he will grasp and retain the subject as a whole. The review should cover (1) analysis and classification of sentences, (2) functions of



word, phrase, and clause elements, and (3) subdivision, inflection, and syntax of the parts of speech.

Verbals should be classified as infinitives, adjective participle, and noun participles. The exercises in analysis and synthesis should include simple, complex, and compound sentences. The classification of the sentences as simple, compound, or complex will naturally follow from the analysis. A more extensive study of conjunctives with regard to their use and force in sentences is of importance in connection with the accurate understanding and expression of thought, and in the classification of sentences.

Reading.—As in 7A. The following are suggested for appreciative reading: Longfellow's "Evangeline"; Bryant's "Little People of the Snow"; Burrough's "Birds and Bees; Sharp Eyes, etc."; Franklin's Autobiography, and Rolfe's "Tales from English History in Prose and Verse."

Spelling, as in 7A.

Memorizing.—As in 7A. The selections may be made from the books assigned for appreciative reading, and from the following list:

|   |           |
|---|-----------|
| Thanatopsis                                     | Bryant    |
| Charge of the Light Brigade                     | Tennyson  |
| Hohenlinden                                     | Campbell  |
| "Good name in man or woman"                     | Shakspere |
| "Farewell, a long farewell to all my greatness" | Shakspere |
| The Bugle Song                                  | Tennyson  |
| "There was a sound of revelry"                  | Byron     |

#### Grade 8A.

Composition.—Study of single and related paragraphs of narration, description, and exposition, selected from literature; writing similar paragraphs from topics; compositions from outlines; reports on home reading. Attention to clearness and accuracy.

Grammar.—Text-book used chiefly as a book of reference. Analysis used to elucidate obscure or complex constructions; correction of common errors thru the discovery of good usage and the application of the rules of grammar.

Reading.—Appreciative study of at least one masterpiece of prose and one of poetry of at least 1,000 lines. Ethical lessons. Use of library books.

Spelling.—Selected words; synonyms; use of dictionary.

Memorizing.—Prose and poetry, including extracts from the literature used for appreciative study.

Composition.—The plan for the study of a selected paragraph should be the same as the plan for the study of a whole composition. See 7A.

For the writing of similar paragraphs from topics, compositions from outlines, reports on home reading, and for attention to clearness and accuracy, see preceding grades.

Grammar.—The proper manner of using a text-book as a book of reference should be systematically taught. In this grade emphasis should be placed upon the connection between composition and grammar.

The exercises in analysis and synthesis should be more difficult than those of 7B. Sentences should be selected from the reading matter of the grade and from the pupils' oral and written work, to show that clearness and correctness are largely dependent upon the arrangement of modifying words, phrases, and clauses. There should be exercises in expanding, condensing, and re-casting phrases, clauses, and sentences. Particular attention should be given to the position of adverbial modifiers.

Reading.—The general plan for the reading of masterpieces as in 7A. The pupils' knowledge of grammar may be used to elucidate obscure or complex constructions, but the analysis should not be permitted to detract from the beauty of the selection.

The following are suggested for appreciative reading: Goldsmith's "The Deserted Village"; Lamb's "Tales from Shakspere"; Hawthorne's "Grandfather's Chair"; Shakspere's "Merchant of Venice"; Warner's "A Hunting of the Deer, and other Essays," parts of Webster's speeches—Bunker Hill, Adams, Jefferson; Washington's Farewell Address.

Ethical lessons and use of library books. See introductory notes.

Spelling, as in 7A.

Memorizing. As in 7A. Selections may be made from the books assigned for appreciative reading, and from the following list:

|                        |            |
|------------------------|------------|
| "Thou, too, sail on"   | Longfellow |
| "The quality of mercy" | Shakspere  |
| The Chambered Nautilus | Holmes     |
| My Heart Leaps Up      | Wordsworth |
| The Brook              | Tennyson   |
| Sound the Loud Timbrel | Moore      |
| "I wandered lonely"    | Wordsworth |
| The Concord Hymn       | Emerson    |
| Opportunity            | Sill       |
| Warren's Address       | Pierpont   |
| Bunker Hill Oration    | Webster    |
| Polonius's Advice      | Shakspere  |

#### Grade 8B.

Composition.—Study of specimens of narration, description, and exposition; similar compositions written from outlines; reports on home reading. Attention to clearness and accuracy.

Grammar.—Text-books in grammar used chiefly as books of reference. Analysis and syntax.

Reading.—Appreciative study of at least one masterpiece of prose and one of poetry of at least 1,000 lines; attention to the more familiar figures of speech. Ethical lessons. Use of library books.

Spelling.—Selected words; synonyms; use of dictionary.

Memorizing.—Prose and poetry, including extracts from the literature used for appreciative study.

Composition.—For a study of specimens of narration, description, and exposition, similar compositions written from outlines, for reports on home reading and attention to clearness and accuracy, see preceding grades.

Grammar.—In this grade there should be a review similar to that of 7B, but demanding on the part of the pupil more intelligence and independence. Pupils should be required to study by topics, as the tenses and moods of the verb; the person, number, and case of pronouns; phrases; clauses; the order of words in sentences; the concords; to furnish illustrations of the technical terms used, and to use the text-book as a book of reference. They should be led to see that the truths set forth in the text-books of grammar are merely the facts of language which have been discovered and classified.

The exercises in analysis and synthesis should be more difficult than those of the preceding grades.

Reading.—The general plan for the reading of masterpieces, as in 7A. The figures of speech, simile, metaphor, and personification should be brought to the notice of pupils as illustrations of them occur in the reading; the effect of these figures on the clearness, the emphasis, or the beauty of the style should be noted.

The following are suggested for appreciative reading: Arnold's "Sohrab and Rustum"; Scott's "The Lay of the Last Minstrel"; Lowell's "Commemoration Ode"; Shakspere's "Julius Caesar"; The Great Debate (Webster and Hayne); Lincoln's "Gettysburg Address," and "Second Inaugural."

Ethical lessons and use of library books. See introductory notes.

Spelling, as in 7A.

Memorizing. As in 8A. Selections may be made from the books assigned for appreciative reading, and from the following list:

|  |            |
|--|------------|
| Liberty and Union                        | Webster    |
| To a Skylark                             | Shelley    |
| Elegy                                    | Gray       |
| The Forest Hymn                          | Bryant     |
| Commemoration Ode (Division VI.)         | Lowell     |
| On His Blindness                         | Milton     |
| The Way to Heaven                        | Holland    |
| Sandalphon                               | Longfellow |
| "This was the noblest Roman of them all" | Shakspere  |
| Gettysburg Address                       | Lincoln    |
| "What is so rare as a day in June"       | Lowell     |

#### MEMORIZING FOR ALL GRADES.

|                             |           |
|-----------------------------|-----------|
| America                     | Smith     |
| Star Spangled Banner        | Key       |
| Hail Columbia               | Hopkinson |
| Battle Hymn of the Republic | Howe      |
| Home, Sweet Home            | Payne     |
| The American Flag           | Drake     |

## THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON.

is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 33rd year. Subscription price, \$2 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

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## The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING SEPTEMBER 19, 1903.

Various fundamental questions entering into the reconstruction of the plans of secondary and higher education have been clearly placed before the educators of the country in recent months by trusted leaders of national prominence. Unfortunately they present only the masculine view. The woman's side of the question ought to be set forth with equal completeness and authority, before the whole problem can be attacked in its most comprehensive entirety. But there is ground for profound gratitude that we have gotten as far as we have. The contribution made at the Boston convention toward the solution of this matter is most satisfactory. If as much had been done for the elementary school curriculum, the achievement would be deserving of yet higher encomium.

Dr. Elmer B. Bryan has resigned the position of general superintendent of education in the Philippines on account of ill health. He will return to his home in Indiana. It is expected that Dr. David P. Barrows will succeed Mr. Bryan.

The *Manila Times* quotes General Smith, secretary of public education in the Philippines, as follows on Mr. Bryan's resignation:

"The fact that Mr. Bryan intends to hand in his resignation means a great loss to the government, and especially to the 800 American teachers, who have much confidence in their general superintendent. The education department during the last few months has been elevated to a high standard; perfect harmony exists in every branch of the department, all due to the successful management of Mr. Bryan."

### Frank Alpine Hill.

The death of Mr. Frank A. Hill, on September 14, closed the life of a singularly worthy successor of that immortal educational reformer who served as the first secretary of the Massachusetts board of education. Because of his unusual modesty and dislike for every form of display and pretense he has not received in his time fitting acknowledgment of the great debt the educational world owes him. If teaching could lay claim to a high professional attitude, and truth were valued more than cleverness and the tawdry semblances of pedagogical zeal, Mr. Hill would have been regarded as one of the most influential educators. The peculiar organization of the Massachusetts school system renders reforms of any magnitude a giant task for the secretary of the board. Yet during Mr. Hill's incumbency legislative measures have been inaugurated, so far-reaching in scope and so fundamental in character that it would seem as if nothing short of a revolution could have placed them upon the statute-book. There was hardly a ripple to indicate that anything unusual was under way when expert supervision was extended to every school in the commonwealth; when the requirements for the admission to normal schools were raised; when the first steps were taken toward the state certification of teachers; when the maintenance of efficient high schools was recognized as among the essential civic responsibilities. To be sure, the credit for these and many other things will be claimed by and for others. It was Mr. Hill's way to fix his eye steadfastly upon the accomplishment of reforms and to let personal reward go to those who aided him. He brought things to pass. The history of education in Massachusetts in the time of his administration shows this.

Mr. Hill was born in Biddeford, Me., and was educated in the high school of that city and at Bowdoin college. In 1862 he was elected principal of the Limington, Me., academy and the next year became the head of the high school of his native town. In 1865 he went to Massachusetts. He was principal of the Mil-

ford high school to 1870 when he accepted the principalship of the Chelsea high school. After sixteen years of service in Chelsea he was appointed headmaster of the English high school at Cambridge.

In Cambridge Mr. Hill was closely connected with the establishment and development of the Cambridge manual training school for boys. In 1893 he entered upon the work of organizing and equipping the new Mechanic Arts school of Boston and was its headmaster when, in February, 1894, he was chosen as secretary of the Massachusetts state board of education.

Mr. Hill's educational service thus covers forty-one years. In all this time he has been laboring disinterestedly and continuously to advance the cause of public education to the best of his ability. How much he has done for the introduction and extension of manual training, mortal man will never know. He worked quietly, persistently and circumspectly for the spread of his convictions, seeking his reward in the attainment of the end in view. His self-effacement was no mean factor in the wonderful success attending his varied and extensive undertakings.

Mr. Hill was a scholarly, true and courteous man. President Eliot's definition of a cultivated man was in him most fully exemplified. He possessed patience and infinite tact. His heart went out to everyone genuinely interested in the improvement of the educational opportunities afforded the young. It is because of this that teachers on meeting him felt that it gave him real pleasure to make their acquaintance. He had the highest respect for every worker in the schools, however humble the sphere. And he loved children. With these qualities he could not but win victories for education.

### A Notable Teacher.

The death of Dr. Edward North, last Sunday, at Clinton, N. Y., will bring a sigh to many, many hearts, for not only his pupils but all who came in contact with him received personal benefit thereby. He was a beloved teacher.

The writer in 1850 was examined by him with reference to entering Hamilton college. It was easy to ascertain that the applicant had but a small quantity of Greek and Latin, but Mr. North was so kind and gentle that the dreaded examination seemed merely a conversation between an older and a younger student. This was the position of Edward North—that of an older student—for nearly sixty years in the college; the feeling he imparted to the students was expressed in their own words, "He is one of us."

Mr. North was a most lovable and companionable man. To walk from the college to his residence with him was an experience not to be forgotten by a student. He was not particularly ready as a conversationalist, but a sympathetic and genial companion, he listened to what the other said, interpreting it in a larger and nobler way than the speaker intended. Many a student took his difficulties to Professor North, receiving consolation and helpful advice.

In those somewhat distant days Prof. A. J. Upson was also connected with Hamilton college. He and Professor North almost constituted the faculty, that is as a student of those days would remember it. To have done a work such as he did is to say that he glorified life.

A. M. K.

### Miss Richman for Superintendent.

The board of superintendents has nominated Miss Julia Richman, principal of P. S. No. 77, as district superintendent, to succeed former Superintendent Charles Haskell. The selection brings to a close the long struggle for the recognition of women in the supervisory positions of the public schools. There are already two women district superintendents in Brooklyn. But thus far there have been none in Manhattan.

No woman in the school system is better entitled to the



position. She is a graduate of the Normal college, of New York, and she taught in P. S. Nos. 59 and 73, Manhattan, before assuming the principalship of No. 77. She has been a leader among the women teachers of the city for several years. The mothers' meetings, now so popular, were originated by her at P. S. No. 77, and she first showed the practicability of the ungraded classes in grouping the mentally deficient together.

Miss Richman has also been one of the foremost workers at the Educational Alliance for a number of years.

In all probability she will be assigned to duty in districts 14 and 18, until recently supervised by District Supt. Joseph S. Taylor.

The board of education and the city are to be congratulated upon this excellent choice. Miss Richman is deserving of the fullest recognition of her services for the New York schools.

#### Labor Union Plans Kindergarten.

In at least one American city the attitude of the labor unions toward education is so favorable that it deserves all possible commendation. The Central Federation of Labor of Columbus, Georgia, has under consideration a definite plan for establishing a kindergarten for the exclusive benefit of the children of the working people of the city and, in following out this idea, has come into communication with President Baldwin, of the Columbus Street Railway Company, of Savannah. Mr. Baldwin, as is well known, is deeply interested in the "Kate Baldwin Kindergarten" at Savannah and has assured the union at Columbus of his cordial interest and support, so that it now seems probable that the kindergarten will be opened very shortly. In general it is the boast of Columbus that the understanding between its employers and the unions is better than in most places. Two years ago, for instance, when the employes of the street railway line went on strike, President Baldwin met the strikers at their hall, made and gained important concessions, and terminated the strike within forty-eight hours after its beginning. The present proposition for a workingmen's kindergarten is, in a sense, a personal tribute to Mr. Baldwin. Further developments in this educational undertaking will be interesting to follow up.

#### At Last.

The most important occupation of mankind is agriculture, and yet the only instructor is the farmer, himself, too often an ignorant man. Nature study really embraces the study of growing crops and raising animals. Eventually this study will be taken up in all the rural schools, and, at last, the first, and shall we not say the noblest occupation of mankind will receive somewhat the attention it deserves.

We note that Teachers college is planning to give practical instruction in agriculture. Plans have been made for a greenhouse to be equipped with all modern appliances, so that experiments can be carried on in winter as well in summer. Dean Russell wisely says:

"It is important that those who are to spend their lives in agricultural pursuits should have as teachers in their youth those who take an intelligent interest in agricultural problems. It rarely happens that what is treated with respect in the school becomes an object of contempt out of the school.

"But I do say that nature study under a teacher who has no conception of the principles of agriculture and horticulture only half fits one for the work. The ability to make a plant grow and to know why it grows are surely of as great significance from the educational point of view as to know what it is or how to classify it."

#### Commercial Education.

In a recent issue of the *World's Work* Prof. E. D. Jones gives a brief sketch of what has been done in fifteen universities and colleges to give young men a broad, liberal education, and, at the same time, fit them for positions in the commercial world.

"In the main, the commercial courses planned by the

various universities," writes Professor Jones, "include the following elements:

"1. Studies to give mental discipline or general culture, as history, for example.

"2. Science, both theoretical and applied, such as industrial chemistry, the application of physics to industry, and economic geology.

"3. Economics, under which is included economic history, money, banking, finance, and statistics.

"4. The technique of industry—a group of new branches concerned with wealth production and including the extractive and manufacturing industries—commerce, transportation, and business organization, including the methods of manipulating the resources of investors to finance great undertakings.

"5. Commercial law, involving not only the legal liabilities connected with every industrial act, but the principles upon which the state regulates competition.

"6. Modern languages."

#### A Model Curriculum.

The department of business education of the N. E. A. has prepared a model curriculum. It is not expected that it will suit every commercial teacher or public school superintendent. It is only hoped that it may be of service to all, in that it is suggestive. Allowances must be made for local conditions and the personal equation.

The curriculum follows:

##### First Year.

| FIRST HALF                       | Recitations<br>per week |
|----------------------------------|-------------------------|
| English.....                     | 4                       |
| German or French or Spanish..... | 5                       |
| Algebra.....                     | 5                       |
| Bookkeeping.....                 | 3                       |
| Drawing.....                     | 3                       |
| Penmanship.....                  | 3                       |
| Total.....                       | 23                      |

##### SECOND HALF

|                                  |    |
|----------------------------------|----|
| English.....                     | 4  |
| Same Language Continued.....     | 5  |
| Algebra.....                     | 5  |
| General History to 800 A. D..... | 4  |
| Bookkeeping.....                 | 3  |
| Penmanship.....                  | 2  |
| Total.....                       | 23 |

##### Second Year.

| FIRST HALF   |    |
|--|----|
| History of English Literature; Composition.....                      | 3  |
| Modern Language Continued.....                                       | 5  |
| Commercial Arithmetic.....   | 5  |
| Study of Commercial Products or Local History<br>and Industries..... | 5  |
| Bookkeeping.....   | 5  |
| Total.....   | 23 |

##### SECOND HALF

|  |    |
|--|----|
| History of English Literature; Commercial<br>Correspondence..... | 3  |
| Modern Language Continued.....                                   | 5  |
| English and European History.....                                | 5  |
| Commercial Geography.....  | 5  |
| Typewriting.....   | 5  |
| Total.....   | 23 |

##### Third Year.

| FIRST HALF  |    |
|---|----|
| Rhetoric and Composition.....   | 3  |
| Political Economy.....  | 5  |
| Physics or Chemistry.....   | 5  |
| Bookkeeping and Office Practice.....  | 5  |
| First Language Continued or Second Modern<br>Language or Shorthand and Typewriting..... | 5  |
| Total.....  | 23 |



## SECOND HALF

|                                       |    |
|---------------------------------------|----|
| Plane Geometry.....                   | 5  |
| Physics or Chemistry Continued.....   | 5  |
| Commercial Law.....                   | 4  |
| United States History.....            | 4  |
| Election of First Half Continued..... | 5  |
| Total.....                            | 23 |

## Fourth Year.

## FIRST HALF.

|  |   |
|--|---|
| English Literature, Themes and Parliamentary Practice.....             | 5 |
| History of Commerce.....   | 5 |
| 15 Periods to be selected from   |   |
| Language Elected Continued or Shorthand and Typewriting Continued..... | 5 |
| Physics or Chemistry.....  | 5 |
| Banking and Finance.....   | 5 |
| Solid Geometry.....  | 5 |
| Mechanical Drawing.....  | 5 |

## SECOND HALF

|  |   |
|--|---|
| English Continued.....   | 5 |
| Civil Government.....  | 5 |
| 15 Periods to be selected from                                   |   |
| Same Election Continued.....                                     | 5 |
| Physics or Chemistry Continued.....                              | 5 |
| Accounting, Organization and Auditing.....                       | 5 |
| Advanced Commercial Arithmetic.....                              | 5 |
| Advertising, Study of Trade Journals and Commercial English..... | 5 |

### As to Private Schools.

The effort of private schools to keep the public advised as to their existence and advantages is one of the striking features of the times. There have been those who have supposed that the improvement in the buildings and the additions to the course of study would annihilate the private schools, but this has not only not been done but really has increased their number. There is not a town, not even a village of moderate size but will sustain a private school if the teacher really understands the principle and practice of teaching. This mainly comes from one cause. Those who teach in the private schools must produce favorable personal impressions on the pupils; this re-stated means that the teacher must have a personal pleasure in the society of the pupil. It is an old proverb that "People are not apt to go where they are not wanted." This is especially true of children.

The head of an important "Teachers' Bureau" lately expressed his views concerning private schools:

"Yes, the private schools are very prosperous, and they are increasing in number. Some of the buildings just erected are really palatial, the fees are increasing too. There is a difference between public and private school which is not easy to explain—it does not wholly come from the fact that the pupils pay or that the pupils are a picked class. I am inclined to think it lies in the teacher.

"I have found that a public school teacher does not succeed well in a private school and vice versa. I find that the principal of a private school hesitates to employ a teacher who has not been already in a private school. They are far more exacting than the public school officials. They often require letters from parents who have patronized them; they demand agreeable manners. I remember sending a fine scholar to the principal of a private school who wanted a competent man, and was surprised that he was not engaged. The reason given me was that, 'His table manners were awful; he ate succotash with his knife.'

"Again, I was consulted by a gentleman and his wife who had come from Ohio to place their daughter in a private school. I went with them to three private schools; at the third we were ushered into a palatial parlor, and I saw it produced a strong impression. The

calm manners of the principal added to this and the parents made no protest to the \$1,000 named as the charge for board and tuition for one year. He remarked, as we passed down the steps, 'To be a year in the society and surroundings of that woman is worth what she charges.'

"I have had good teachers who failed in private schools, but who succeeded afterwards in public schools; not every one can teach in a private school. I think the ideal is different. In most private schools the teacher receives the pupils in the morning and parts with them at night as one would with guests invited to a feast. It is not the case (as is often supposed) that the pupils do as they choose in a private school. I visited a very popular young ladies' school in this city and while walking thru a recitation room with the principal she saw some bits of paper on the floor. 'Who sat here,' she demanded of the teacher at the desk. 'Miss Blank,' was the reply. 'Send for her' said the principal. The pupil who appeared was a handsomely dressed young lady of eighteen years. 'Is this your doing?' The pupil assented. 'Then pick them all up and put them in the waste basket.' This being done we went on. I do not think a stricter teacher than she ever existed in a public school.'

As I look at it the ideal in a public school is scholarship; in a private school it is culture—which covers scholarship, manners, and uprightness of conduct. The parents are taken much into consideration. A pupil is made to write a letter home weekly and if this does not show improvement, the teacher hears from it. So that he bears the pupil on his mind a great deal more than is the case of the public school."

A periodical of high standing says the private schools are recruited largely from the prosperous and most intelligent of our populations; they have at their command the virtue of self sacrifice on the part of the teachers; the pupils bring in the atmosphere that is found in the best homes—an atmosphere of industry and culture; the financial and social backing they have is an element of power; and finally the head of such a school and the assistants are not selected by a board of men elected by indifferent and ignorant people.

### Mathematics Applied.

Northwestern university is to introduce the Perry system of practical mathematics in its mathematical courses. Instead of relying on demonstrations made by someone else and embodied in a text-book, the student is compelled to study out his own solution.

"Demonstrations learned in this way become a part of the student's mental machinery," says Professor White, of the university. "There are many artificial exercises in algebra and geometry, which will be eliminated under the new system. The great need is to teach only the modern problems which will face the students of mathematics. Areas of rectangles and other plane figures are to be calculated from actual measurements made by the students themselves. Volumes and surfaces of solids will be studied in the same way. The distinction between lengths, areas, volumes, etc., will become instinctive by this means.

"Another feature of this system is that nothing is taught in algebra and geometry that is not useful. The ordinary method of spending many years upon the formal study of algebra, geometry, trigonometry, and calculus may be of value in the development of the logical faculty, but it is unsuitable for the practical man. Example is better than precept. A fundamental place is given to typical worked-out examples; such might occur in the workshop or drawing office."

This new method of teaching mathematics will be under the direction of Floyd Field, a graduate of Wilmette college, Oregon, and a master of arts of Harvard. He has taught for three years, two at the Cambridge high school and one at Pennsylvania state college.

## Letters.

### The Teachers' Extension Course.

On page 215 of THE JOURNAL I found some remarkable statements. I was a subscriber for THE JOURNAL from 1878 to 1890, when I gave up teaching. My daughter, however, brings the paper to me quite regularly and tho busy in agricultural matters (what you might call "nature study"), I find time to look at its pages with care. I say I was really surprised to see that the teachers had taken up further preparation in real earnest.

It appears that nearly 100 (94 to be exact) had joined together to increase their fitness as teachers. This is a glorious sign of better things; there will surely be a "profession" of teaching in the future. I well recall the efforts of THE JOURNAL to bring this movement about, and proposed the matter to several, but found no response. They said, "I have too much to do now!" One young woman who had been a year at the Normal college said, upon reading THE JOURNAL article, "Why, they want to kill us, I believe."

The days of Kiddle, Calkins, Harrison, Jones, Fanning and Jasper were not auspicious; yet all these were good and true men. But it was impossible then to conceive of the changes that have come about. The school trustees have all vanished; they were obstacles to progress, tho few saw it; they had "friends to reward," and often punished those that did not shout praises to them.

I must refer to the Stout Manual Training school which is so well described on pages 206-7, because I did not believe in the manual training idea. I was well acquainted with Superintendent Harrison and knew how he felt. But on his return from the inspection he made of the manual training schools he was obliged to speak in favor of them. "Brown, THE JOURNAL is entirely right," he said, much to my confusion. I felt I must follow a man like Harrison, an educational giant, and so I flopped over. In a year or two I visited the new training school in Baltimore and came back convinced.

The changes that have been wrought by Superintendent Maxwell show him to be a man of educational might. He approves of progress, and now having no school trustees to thwart him, obstinate as pigs, as Kiddle and Jasper did, he sits like an engineer on a first class locomotive and puts on steam. Success to him.

New Jersey.

J. C. W. BROWN.

### Resignation of Superintendent Bryan.

The announcement that will soon be in the papers of the "States" of Supt. Elmer E. Bryan, who has been at the head of Philippine education, will give regret to those who know his earnestness and capacity. It has been announced in the Manila Times, and also that his successor will be D. P. Barrows; this gentleman is exceedingly competent, but I wish we might have a man from Massachusetts or New York. Several names have been proposed by a little junta of teachers.

General Smith, who is secretary of public education here, has written a letter to the Manila Times in which he refers to the efficiency of Mr. Bryan in glowing terms. All of the 800 American teachers speak strongly in behalf of Mr. Bryan, but his health has suffered greatly and he ought to return to the "States."

The outlook here is favorable but the obstacles seem almost too much for endurance. In the first place there is no educational sentiment; the Filipinos send their children to school because they are told to do it; if they were told to cut off their ears they would do it. Then the children are lazy; don't want to learn; don't want to sit still; don't want to mind. We often feel that one-tenth of the labor we bestow here would yield quadruple in the "States." One teacher said, "Candidly, I think they are better off without education, that is, this gen-

eration; the next may show improvement." I see some of your papers come across the Pacific; they are eagerly read.

J. Mc. G.

Manila.

### Justly Earned.

You have given in the "Private School Number" of THE JOURNAL such an amount of most valuable information that I for one beg to thank you. It is apparent that the rapidly growing interest in the private schools must be founded on the belief that the teachers in these schools understand some phases of the educational question that those in the public school do not. I wish to say that the study of education has been taken up and prosecuted for years in the private schools. We have many of your publications; *The Institute* is a wonderful paper; my teachers value it.

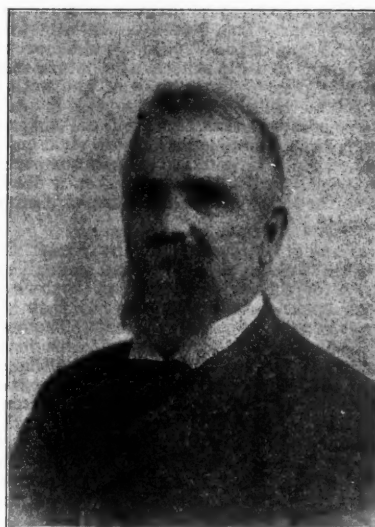
Fitch School.

E. C. GERMAIN.

### The Late W. W. Pendergast.

The death of Mr. William Wirt Pendergast, former state superintendent of the Minnesota schools, has been deeply mourned by those interested in educational affairs in our section of the country. Mr. Pendergast died on July 17 at his home in Hutchinson, Minn., where he had spent the last few years of his life in retirement from his labors.

Mr. Pendergast was born in New Hampshire in 1822. He entered Bowdoin college, but circumstances compelled him to leave before graduation. He at once be-



W. W. Pendergast.

gan teaching and gained his first experience in the district schools.

In 1855 he went to Minnesota and continued his work as a teacher. He served as principal of the high school at Hutchinson, Minn., and later as county superintendent in McLeod county. From 1882 to 1889 he was assistant superintendent of public instruction in Minnesota. In 1889 he was made principal of the Minnesota School of Agriculture. His success in that position was striking. He made the education of the school useful above all else.

In 1893 Mr. Pendergast was appointed superintendent of public instruction. Among the most important of his many improvements was the beginning of the consolidation of rural schools. In January, 1899, he retired from office to spend the remainder of his life as a private citizen. He was a liberal contributor to the New Ansgar college in Hutchinson.

G. H. M.

Minnesota.

The way to regain your health after sickness is to take Hood's Sarsaparilla—it tones the whole system.



## Notes of New Books.

*Jesuit Education: Its History and Principles* viewed in the light of Modern Educational Problems, by Robert Schwickerath, S. J.—This is a valuable addition to the English literature on Jesuit Education which up to the appearance of this book consisted of but one book from the Jesuit viewpoint:—Hughes' "Loyola and the Educational System of the Jesuits."

The author presents his book in two parts, after an introduction on the modern criticism of Jesuit Education. Part I is devoted to the history of the educational system of the Society of Jesus; and Part II to the principles of the Ratio Studiorum, wherein its theory and practice are viewed in the light of modern educational problems.

Part I is somewhat controversial in tone, the author explaining his position by stating in the introduction:—"As so many features of the Jesuit system have been misrepresented, a work of this kind must, at times, assume a polemical attitude. Painful as controversy is, the unfair criticism of many writers has compelled me to contest their positions."

In Part II the author points out the necessity of a wise conservatism in courses of study and the adaptability of the Ratio. As is to be expected he takes ground against premature specialization, showing its dangers for moral and intellectual training, and upholds the value of the study of the classics.

Teachers in elementary schools will find much of special value to them in chapters XVI, XIX, and XX. The first treats of "The Method of Teaching in Practice;" the second of "School Management," subdivided into these topics: Authority, Punishments, Impartiality, Discipline in the Classroom, Politeness and Truthfulness, Some Special Helps; and the last chapter treats of "The Teachers' Motives and Ideals." All these chapters are very helpful from a pedagogical viewpoint, having been written by a practical teacher with much experience. (Published by B. Herder, St. Louis, Mo.—Pp. XV. 687.) J. W. D.

*Wood Folk at School*, by William J. Long. "Wood Folk Series," Book Four.—This book is essentially an abbreviation of the "School of the Woods," published in 1902, so adapting it better to use in schools as a nature study reader. It gives in very pleasing form many of the author's observations of the methods pursued by animals in teaching their young how to secure food and to avoid the dangers to which they are exposed. The illustrations are vivid and clear, and are only second to a view of the animals themselves. Such books are specially calculated to awaken a desire to visit the woods and see for one's self. (Ginn & Company; Boston and London.)

*The Training of Wild Animals*, by Frank C. Bostock, edited by Ellen Velvin, F. Z. S., is an animal book out of the ordinary, for the writer, Frank C. Bostock, has spent his life with wild beasts and knows all their ways, their whims, their good points, and their bad. The book tells interestingly how the lad, Bostock, proved his fitness for an animal trainer despite his father's hope of a Church of England career for his son; of thirty years' experiences with lions and tigers, elephants, and other wild creatures, and gives many details of the training—always a work of unlimited patience, courage, and endurance—which tames the wild animal into his trainer's puppet. It has many illustrations, showing animals in attitudes they have been made to assume by their trainers. (The Century Company, New York. Price, \$1.00.)

*My Woodland Intimates*, by Effie Bignell.—The title of this book clearly indicates its contents. It is a study of various phases of nature at different seasons by a genuine nature student and one who has the gift of expression to a remarkable degree. Of course, first-hand knowledge of nature is better, but, if one is pent up in city walls, this fresh presentation of the charms of woodland life will approach in charm an actual contact with rural scenes. The Eden thru which the author conducts the reader is an Eastern New Jersey haunt and its immediate neighborhood. For the closing interview the reader is transported "to a beloved nook among the Laurentian mountains—a blessed spot where the noisy voice of progress has not yet been heard, and where nature speaks without let or hindrance." The book is beautifully printed and has a number of beautiful head-piece illustrations that carry one in imagination to the heart of the wild woods. (The Baker & Taylor Company, New York. Price, \$1.00.)

The latest book by Jack London, *The Call of the Wild*, is an interesting story of a dog. We have had "dog stories" before in recent fiction but this latest one is perhaps the most powerful of them all. Telling its story in a straightforward, honest, and vigorous manner, it deals with a dog called Buck, who is stolen from his home in California, taken to the Klondike and put to drawing sledges. He becomes the leader of the team and the best sledge-dog in Alaska. Thruout the whole book the development of the primordial beast is emphasized. The book contains a moral truth and is

at the same time entertaining, two qualities which do not always go together. The book is published in the best style of the Macmillan Company. The illustrations are by Philip R. Goodwin and Charles Livingston Bull. The book was decorated by Charles Edward Hooper. (The Macmillan Company. Price, \$1.50.)

*Letters and Lettering*, by Frank Chouteau Brown.—This book is intended for those who have felt the need of a varied collection of alphabets of standard forms, arranged for convenient use. The alphabets illustrated, while primarily intended to exhibit the letter shapes, have in most cases been so arranged as to show how the letters compose into words, except in those instances where they are intended to be used only as initials. The application of classic and medieval letters to modern usage has been, as far as possible, suggested by sharing modern designs in which similar forms are employed. The treatise contains two hundred examples of standard and modern alphabets. Some of its chief features are the following: (1) The great number and great range of examples it contains. (2) The careful selection of these examples for their practical modern usefulness. (3) The convenient arrangement of these examples. In all the important alphabets not only is each letter shown separately, but word-formalities are also given, which show at a glance how lettering of that style will actually appear. (4) Detailed explanations and measured diagrams are given. (5) There are a great many examples of the work of modern letterers. The text is practical; with explicit directions as to detail. A separate chapter is devoted to the needs of the beginner in which tools, materials, methods of procedure, and faults to be avoided are discussed. (Bates & Guild Company, Boston, Mass. Price, \$2.00, net.)

*In Felix* Robert Hichens has given us a study of the mental, moral, and physical decline of a victim of the morphia habit. Felix Wilding is an uncommon type, even in the complex drama of life in modern London. This rare specimen of the human species the author has pictured in wonderfully realistic colors. An odd character is this Felix, yet the reader recognizes characteristics in him that he possesses himself, so that, after all, there is the touch of nature that makes the whole world kin. There are other characters in the book in which we become interested. Sam Carrington, who conducts a "school of journalism" near Norfolk street, Strand, seems very real, as do his light-hearted pupils. Then there are Happy Hal, of the 'alls, and his wife, and Marza, the brilliant literary brute of Italy, and King Marshall, the solemn seeker of truth to embody in fiction, and the patient, excellent mother of Felix. There is a great deal said about Balzac in the story and there is much of Balzac's method in its construction. It is not a book for an idle hour, yet it is one whose reading is worth while and which will make a deep impression on the mind. (F. A. Stokes Company, New York.)

It has long been known that Paris is the gayest city in the world. The Parisians seem to have a genius for inventing new ways in which to amuse themselves and the rest of the world. To the lover of the novel and the picturesque, therefore, the volume by F. Berkeley Smith, *How Paris Amuses Itself*, will have an especial charm. The author conducts us thru many scenes brilliant with color and light and bustling with life. We visit the shows of the Champs-Élysées; we go on a tour among the cafés, and see how the French metropolis dines, and, if there is any city in the world that knows how to dine well, it is this same Paris; next, we are taken among the bars and boulevards; to Montmartre, the kingdom of artistic Bohemia; to the cabarets, to the circuses and fetes foraines, to the theaters, and on a tour on and along Parisian waters. To the stranger, unaccustomed to such scenes, the life and whirl of Paris must be bewildering and, withal, fascinating. Next to the enjoyment of going to the city is that of reading the graphic descriptions in this book. The author has had an eye particularly for odd characters and events and the camera has aided him where words were inadequate. The one hundred and thirty-five illustrations are furnished by the author and other artists. (Funk & Wagnalls Company, New York. Price, \$1.50, net.)

*The One Woman*, by Thomas Dixon, Jr., is undoubtedly a story which will hold the attention and interest, but it has more of the lurid melodramatic than one is accustomed to look for in the productions of Doubleday, Page & Company. It is essentially a love story of three men and two women. The only socialism, about which novelists apparently know, that dealing with marriage, plays a prominent part in this new novel. The power of religion is introduced to offset this force, which the author conceives of as only a dream of "fellowship and solidarity," leading back to the barbarism of the herd. The style is rough in places, but, as a whole, the story is readable. (Doubleday, Page & Company. Price, \$1.50.)

The last novel of the group of three that Emile Zola wrote, toward the close of his literary career has been translated into English by Earnest A. Vizetelly. The French titles of the three are "Fécondité," "Travail," and "Vérité." The translator claims that these books are destined to have about as much influence in changing social conditions as Jean Jacques Rousseau's "Nouvelle Héloïse," the "Contrat

Social" and "Emile on l'Education." In *Truth* the Dreyfus case figures largely. Those who followed that celebrated case know that Zola had much to do with it, and hence what he wrote was from personal knowledge. The chief interest however centers around the trial of a Jewish schoolmaster for a crime of which he is not guilty. Throughout the story characters are introduced that Frenchmen at least will recognize as drawn from life. The charge against Zola has been that he carried realism to the verge of coarseness, and even beyond the verge. He certainly is plain spoken; we leave the reader to judge whether he has overstepped the line in this book. (John Lane, New York. Price, \$1.50.)

*The Tu-Tze's Tower*, by Louise Betts Edwards, is a story decidedly above the average. The scenes are novel, in far-away Asia, but the author invests them with so much interest that they appear oddly natural and near. Besides, the story possesses that rather unusual quality known to the critics as atmosphere. The plot is out of the ordinary and the character drawing good, while the material is handled so skilfully that the reader is kept guessing to the end. On the whole, it is a story well worth reading. (Henry T. Coates & Company, Philadelphia.)

*Principles of Home Decoration*, by Candace Wheeler, is a study of beauty in house interiors, based on the principles of art. Underlying laws are given and explained, followed by examples of successful application. The philosophy of color is fully set forth, and, while due stress is laid upon the importance of personal taste, it is clearly shown that light and situation may enhance or actually destroy the effect of any scheme of color chosen without due reference to these important factors. The chapters relate respectively to the basis of good decoration, floors and floor covering, libraries, color, draperies, bed-rooms, walls, furniture, halls, ceilings, and dining-rooms. Decorators will find the book helpful, but, in addition, it will be welcomed by thousands of home seekers, whose range of experiment has not been wide enough to warrant successful practice. (Doubleday, Page & Company, New York. Price, \$1.80, net.)

*Practical Points in Nursing* for nurses in private practice, with an appendix containing rules for feeding the sick; recipes for invalid foods and beverages; weights and measures; a dose list, and a full glossary of medical terms and nursing treatment by Emily A. M. Stoney, graduate of the training school for nurses, Lawrence, Mass., and late superintendent of training school for nurses, Carney Hospital, Boston, Mass. The author endeavors to give full and explicit directions for all the various conditions that may arise in the practice of a nurse. Beginning with the general duties, and so showing the general qualifications essential to a nurse, the arrangements of the room are fully detailed, followed by the specific treatment of the patient. The special duties arising in operative cases, both in the preparation of the patient for the operation and in the after care, are clearly treated. Full directions are given for suturing and bandaging, with the special treatment of fractures and sprains. One chapter is devoted to nursing in special diseases, with the list made so full as to cover nearly every case that may arise. The appendix is of special value. (W. B. Saunders & Company, Philadelphia, New York, and London.)

*The Utility of an Academic or Classical Education*, for young men who have to earn their own living and who expect to pursue a commercial life is an investigation into this important subject by R. T. Crane, of Chicago. In this he has given the opinions of college men, business men, and professional and technical men, and adds a general discussion. (Published by the author.)

*Life of Luther*, with several introductory and concluding chapters from general church history, is a little book by Gustav Just, teacher at the Bethlehem Evangelical Lutheran school at St. Louis, Mo. It gives, in brief space, the early history of the Christian church and its prominent representatives, then an account of the life of Luther, and a history of the Lutheran church in America. It has a number of excellent illustrations. (Concordia Publishing House, St. Louis, Mo. Price, 25c.)

*How to Bring up Your Children* was written by John Locke over two hundred years ago, and, altho there have been great changes in the world since then, his treatise is just as valuable as when written. This is because its author was a deep student of human needs, and gave expression to some of his best thought in this work. "A sound mind in a sound body" is the basis on which he founded his theory of child development. The essay is given here without note or comment, and indeed it needs none. Indeed much of the work might have been written by a present day writer, so well does it set forth abuses as well as needs of the time. Sampson Low, Marston & Company, Ltd., London; imported by A. Wessels Company, 7-9 West 18th street, N. Y. Price, \$0.50.)

*The Sacrifice of the Shannon*, by W. Albert Hickman, has for its subject the experiences of ships in the winter in the

ice-bound St. Lawrence gulf. The author's descriptions are vivid from personal knowledge of the scenes he describes. One acquainted with those parts will recognize certain places from the descriptions given. There are some well drawn and interesting characters, some of whom amuse us with their droll Scotch dialect. On the whole, the story is one decidedly worth reading. There are several spirited illustrations. (F. A. Stokes Company, New York.)

*Hints to Golfers*, by Niblick, is a book that will surely have a host of readers. The author makes this assertion: "Golf is probably the most scientific of all out-door games, requiring as much accuracy of stroke as tennis and far more judgment than cricket or base-ball." The writer is in no position to affirm or deny this statement, not being a golfer himself, but he knows it is claiming a great deal. However the game must have some remarkable qualities in order to attract to it thousands of enthusiasts. The book is noted for the elaborate detail in which the author has discussed the scientific points of the game. Here in lucid language principles are explained which many who have spent a lifetime over the game have not yet mastered. The humor that is thrown into some of the illustrations all golfers and also the uninitiated will surely appreciate. (The Baker & Taylor Company, New York.)

*Songs and Stories of Tennessee*, by John Trotwood Moore, comprises, as the title implies, a collection of brief productions relating to a region that has produced a host of "fair women and brave men." The author has an intense patriotism for his state along with that of a broader kind, and he has here expressed the Southern feeling and thought along with an enthusiasm for Old Glory.

While his dialect might be questioned here and there it is in the main good. These tales and sketches and poems will interest not only those native to the regions described, but a host of those who have never set foot on Tennessee soil. The illustrations are by Howard Weeden and Robert Dickey. (Henry T. Coates & Company, Philadelphia.)

*What Shall I do to be Saved?* Words of advice, warning, and encouragement to the unsaved, pointing out the way of salvation, and the requirements necessary to obtain it, by E. D. Byrum.—By many examples from the New Testament the author shows how Jesus dealt with the cases of various persons who came to Him, and applies them to every-day needs. The author relates many anecdotes to explain his views. The book has many illustrations. (Gospel Trumpet Publishing Company, Moundsville, W. Va.)

### Art of Rest

May Be Acquired and Used With Great Benefit.

Complete and restful poise of the body and mind is an art not easily gained.

Perhaps nothing brings one as much content, comfort, happiness and pleasure as those conditions of easy, restful, resourceful, and well-balanced mind and body, that make of work a pleasure and the daily life happy and peaceful.

The nervous housewife busy with a hundred duties and harassed by children; the business man, worried with the press of daily affairs, debts, etc., cannot enjoy the peace and restful repose and healthful nervous balance unless they know how.

There is a way. First and foremost the stomach must be consulted. That means leaving off coffee absolutely, for the temporary stimulant and the resulting depression is a sure ruin to the nervous system, and the whole condition of health and happiness rests upon stomach, nerves, and mind.

Start with the stomach, that is the keystone to the whole arch. Stop using things that break down its power, upset its nervous energy and prevent the proper digestion of the food and the consequent manufacture of healthful blood and nerves, brains and tissues.

When you quit coffee take on Postum Food Coffee. That is like stopping the payment of interest and starting on a career where you are loaning money and receiving interest. The good results are double. You stop poisoning the system with coffee and start building up the broken down nerve cells by powerful elements contained in Postum. These are pure food elements ably selected by experts for the purpose of supplying just the thing required by nature to perform this rebuilding.

These are solid, substantial facts and can be proven clearly to the satisfaction of anyone, by personal experience. Try the change yourself and note how the old condition of shattered nerves and worried mind changes to that feeling of restful poise of a well balanced nervous system.

The managing physician of a hygienic sanitarium in Indiana says that for five years in his practice he has always insisted upon the patients leaving off coffee and taking Postum Food Coffee with the most positive, well defined results and with satisfaction to the most confirmed coffee toper.

The Doctor's name will be furnished by the Postum Co., Ltd., Battle Creek, Mich.

Look in each package for a copy of the famous little book, "The Road to Wellville."



## The Educational Outlook.

Influential German newspapers are urging the government to limit the number of foreigners instructed in the German technical schools, which are overcrowded. Out of a total of 14,626 students 2,242 are foreigners. Nearly half of these are Russians, tho there are some Americans. Besides giving trade competitors the benefit of German knowledge, it is alleged that the overcrowding prevents the Germans from getting the best results from the instruction.

A mechanical training school is to be built in Jackson, Tenn. This is an interesting development, as there is only one other school of like character in the South, the other being at Louisville.

Private generosity in Salt Lake City is giving the school children the full year of schooling which the municipal authorities have failed to provide. Money was lacking for the teachers' salaries, and, but for a popular rally, the schools would doubtless have closed, temporarily, at least.

Josephine Elliott, of Newcastle, Ind., has been appointed director of music in the schools of San Juan, Porto Rico.

Dr. William C. Joslin, principal of the high school at Scranton, Pa., has been elected principal of the high school at New Brunswick, N. J. Dr. Joslin is a graduate of Brown university, and he has taught in several cities of New York state.

Arthur A. Bacon, of Geneva, N. Y., has been appointed to the department of physics at Hobart college.

The Jersey City, N. J., board of finance has ordered the payment of \$85,000 for a tract of land for a new high school. The purchase was made some months ago, but it was discovered that taxes were owed on the property. The board of finance refused to pay for the land until the arrearages in taxes were settled.

The Sugar Grove, Pa., academy has received \$12,000 as a gift from the United Brethren church. The school was established and is conducted by that denomination.

The bill introduced in the Alabama legislature, taking from the Tuskegee Normal and Industrial institute a portion of the appropriations made yearly by the state, has been adversely reported by the committee on education.

The appropriation now being made will be continued.

After carefully investigating the claims of a large number of towns in western Michigan, the state board of education has located the new state normal school in Kalamazoo. The state board made several requirements; a suitable site of not less than twenty acres; free gas, electric light, sewage and water connections; all streets adjacent to the site to be graded and maintained in first class condition; cement walks to be laid along the streets bounding the site; the use of a public school building for a training school until the school shall build one; the city to pay one-half the salary of all teachers employed in the training school; and a cash gift of \$40,000. Work will be begun early in 1904 and the school will be opened in September of the same year.

### School Savings Bank.

In 1885 J. K. Thiry, of Long Island City, started the idea of a school savings bank system; its object being to train school children to thrift. The eighteenth

annual report of the system shows a total of 797 schools using this system distributed thru eighty-five cities in twenty-one states. It appears that a sum of \$2,138,747.57 has been deposited. There has been withdrawn \$1,616,790; leaving \$521,966 subject to call next January. The largest total deposit is that of the schools of New York, \$884,147. Long Island City, where the organization originated, has \$151,452 on its record, Pottstown, Pa., \$114,180.

The plan is for the pupils to hand their savings in to the teacher, who credits them on a card; the amount is put in a savings bank and draws interest if it remains the usual time.

### The Regents' Report.

The annual report of the high school department of the University of the State of New York contains several interesting paragraphs in addition to valuable information.

After discussing the subject of non-resident tuition to some extent the report reads as follows on the subject of small schools: No school is great because of numbers. Wherever there is one earnest teacher with clear mind, a large heart, and an absorbing interest in his work, and two or three earnest pupils, there is a great school. We too often overlook this fact. We think a school cannot be a high school because it is not large enough.

Scattered over the state are many high schools not large in numbers, that are yearly sending out to do the world's work young men and young women who are large in all that a school has to give. A careful study of the problem has shown clearly and unmistakably that the rural school on the country hillside, supplemented by the small union school or academy in the village, is the most effective educational combination in existence to-day, a combination that has furnished the larger part of the trained men and women who are doing the world's most important work.

Another section of the report deals with that important subject of overstrain among children in the schools. It reads: Much has been said within the past few years regarding the overworking of students in our schools and the nervous strain resulting therefrom. In a study of the work of high school students, made by Prof. De Garmo, of Cornell university, information was secured from fairly representative teachers and students in all parts of the state. The tabulation of the returns indicates that the average high school student spends seven hours and twenty-four minutes each school day in school work, that is, in recitation and in preparation for recitation; that the students all average two hours and seventeen minutes in other work, making a total of nine hours and forty-one minutes. We find that the average high school student rises at 6:45 A. M., retires at 9:44 P. M., thus obtaining nine hours for sleep. Thus they have left five hours and nineteen minutes for such exercise and recreation as inclination and opportunity may afford. The majority of the students report that they are doing all the work that they feel able to do. About ten per cent. think that they might do more. Few complain that they are carrying more than they can carry with ease.

Another study of the health of school children was made by asking the opinions of physicians in various parts of the state as to the effects of school work on students. It is gratifying to report as a result of this investigation that the wild statements regarding the disastrous effects of our public schools on the health

of the children seem without foundation. Reports were received from about sixty physicians, and almost without exception they indicate that there are very few cases of this kind, and that these cases are due to inherited tendencies or to conditions outside the school-room more than to the school itself, also that no radical change in the organization of our school work is necessary to meet the difficulty, beyond provisions for the special treatment of individual cases of neurasthenic children.

It is a lamentable fact that many people with the best intentions but with hysterical tendencies have acquired the habit of attributing all the diseases that flesh is heir to, to our schools. Whenever a case of nervous difficulty occurs in a child who is attending school, the conclusion is at once reached that the school is all wrong, and a wildly hysterical article appears in some prominent periodical calling for radical changes in the system. It is time for the teachers of the state to commence a careful scientific and exhaustive investigation of this subject in the interests of humanity as well as for self-protection.

It has been proposed that detailed accounts of crimes, of suicides and of all other horrors should not be printed in the public press, as they suggest a repetition of the occurrences. Equally important is it that ill-advised articles regarding the health of school children should not be widely published till each case referred to has been carefully and scientifically investigated. There is serious danger that many children of nervous tendencies may be led to nervous breakdown by the suggestions contained. It is better to make children think the school good for them, than to impress them with its dangers.

### Milk for Schools.

A novel experiment is to be tried in the Chicago public schools, if the consent of the board of education can be obtained. At present the children, as in most schools, drink the impure city water. The city milk commission advocates that pasteurized milk be placed on sale at a cent a bottle in every school.

At the Thomas Hoyne school, where the Pasteurizing plant is located, the water was shut off recently on account of repairs to the building. The children drank more than three hundred three-ounce bottles in the course of the day.

### School Law for New Jersey.

The court of errors of New Jersey heard the reargument of the question of the constitutionality of the McKee school law on September 9. The principal objection raised against it was that the provision making a distinction between cities and other municipalities was contrary to the constitutional provision that a system of public instruction shall be maintained under uniform laws.

The setting aside of the act, it was declared at the hearing, would result in the entanglement of school matters in every part of the state, and the school authorities fear that years of litigation would follow such a decision.

The attorney for the plaintiff argued that the act was special, as regulating internal affairs of towns. The attorney for the defendant urged that the act was passed for the purpose of establishing a harmonious school system.

Attorney General McCarter said, that, in the previous efforts of the legislature of 1900, there was the greatest divergence in covering the management of the schools. The act of 1902 undertook to harmonize them into a working system, and he appealed to the court not to set it all aside if it could be avoided.

## The Greater New York.

The first regular meeting for the year of the New York Educational Council will be held in the New York university building, Washington square, on Saturday, Sept. 19. The program includes the reports of officers, annual election of officers, and a discussion of the topic, "School Organization." The meeting will be followed by lunch at Hotel Albert.

The schools of greater New York opened on Sept. 14 with an exceedingly heavy registration. This was particularly true of the borough of Manhattan. A careful estimate of the number in the schools is 528,000, about 30,000 more than in 1902.

The part time classes will be increased probably in proportion to the registration, that is possibly six or seven per cent. It reflects great credit on the school system that no child over six years of age, the legal school limit, has been reported as refused admission. Of the children five years of age, the reports indicate that the majority have been accommodated in kindergartens. The outlook for the reduction of part-time classes is bright. There are thirty-one buildings in course of construction and most of them will be ready in six months.

The board of education has announced the opening of seventeen public school buildings in Manhattan and three in Brooklyn as recreation centers. At each of these schools provision will be made for systematic training in gymnastics and athletic games, and a portion of the playgrounds will be set apart for reading and quiet games, such as checkers or chess. The literary and debating clubs, organized last year, will be taken up again. There will be established in each school a study room where students can obtain special preparation for civil service and regents' examinations.

The invitation to use these centers is extended to all working boys and girls. The centers will be open every night except Sunday.

Some days ago a stranger called at the department of finance of New York and handed the acting controller \$300 in greenbacks. He said he desired to contribute this sum to the teachers of the public schools, because of their efforts in educating the young. The contribution will be turned over to the account of the teachers' retirement fund.

Dates have been set for the following examinations for New York city licenses:

Promotion License—Principles and methods of teaching, Sept. 24; English, Sept. 25; mathematics, Sept. 28; history, Sept. 29; French, German and Latin, Sept. 30; drawing, Oct. 2.

Special subjects.—Sewing, Sept. 21; cooking, Oct. 5; physical training, Oct. 19, 20; drawing, Oct. 21, 22.

Kindergarten.—Oct. 7 and 8. Assistant to principal, Nov. 5 and 6.

License No. 1.—Jan. 7 and 8, 1904; May, 1904, June, 1904.

High schools.—Assistant teacher, Oct. 12 and 13.

Training schools.—Admission Jan. 11, 18, 1904.

Evening schools.—March, 1904.

Vacation schools.—February, 1904.

The annual contest between the district playground teams was held on Aug. 27. The competing teams gave an exhibition which speaks well for their instructors and the open-air gymnasiums. The success of the exhibition was largely due to the efforts of District Supt. Evangeline E. Whitney, who is in charge of the vacation schools and playgrounds.

Short addresses were made by Com-

missioner James B. Connery, Mrs. Phillis Leveridge, and Clarence E. Meleney.

The building committee of the board of education has decided, in view of the few bids received, to readvertise the general construction contracts in the boroughs of Manhattan and the Bronx. These contracts include the one for the Manhattan truant school.

The authorities of Manhattan college have completed plans for the erection of a new group of college buildings on a twelve-acre site on Broadway, opposite Van Cortlandt park. The plans for the new structures, which will cost about \$500,000, call for a main building six stories high, and several separate buildings for the various departments. All will be grouped with a view to insuring egress from one building to another by means of wide lobbies, and at the same time preserve architectural harmony so that the whole will form a compact group. The buildings will offer accommodations for more than 1,000 students. Dormitories will be erected in buildings entirely separate from the administration buildings.

### Physical Examination of Pupils.

In accordance with the practice established last year by President Lederle, of the New York city board of health, there will be a thoro and rigid medical inspection in the New York city schools this year. More than fifty physicians will do the inspecting. In the mornings they will examine pupils who have been absent on previous days and who are suspected of having contagious diseases, and in the weekly examinations the throats, eyes, mouth, hands, and hair of the pupils will come in for a thoro investigation. Absentees will be visited at their homes by the inspectors, who will vaccinate those requiring such treatment.

When a pupil is excluded from a school by order of the inspectors, he will receive a card stating the reason for his exclusion. If, after forty-eight hours, he has been under treatment, and it is found that his ailment is not serious, he may be re admitted. Duplicate reports on the condition of pupils after the daily examination will be made out, one set for the school authorities, and the other for the board of health. When the affections of the pupils who are ill are sufficiently serious they are to be sent to hospitals.

### Trachoma in the Schools.

Dr. John C. Lester, of the New York Eye and Ear Infirmary, has stated that he believes that trachoma will be found to have affected thirty-three per cent. of the school children, after the examination at the opening of the schools.

Dr. Lederle, president of the board of health, while not denying the possibility of the truth of Dr. Lester's statement, believes the number of cases will have decreased. He says:

"The result of the board's work last season indicated that about ten per cent. of Manhattan school children were affected by trachoma. With the work already done by the board, the disease ought to be much less prevalent this year than last. We will have increased facilities and will conduct the work more thoroly. While the disease cannot be entirely stamped out, of course, as soon as all cases have been treated, and we get our new system in running order, whereby each child is inspected each week, I believe we can keep it thoroly in check.

"There is a popular delusion to the effect that the epidemic broke out suddenly and is becoming a terrible scourge.

It is not so, however. The disease spread unchecked and comparatively unnoticed until we began the fight a year ago. It was the gradual growth of years and we are now suffering from the neglect of days gone by.

### Vacation School Exhibits.

An exhibition of the work accomplished by the children in the vacation schools has been given at the hall of the board of education. The large assembly room was filled from floor to ceiling and the exhibit extended over almost every inch of available wall space. Some idea of the size of the display may be gained from the fact that in basketry alone there were 35,652 articles, large and small, ornamental and useful. The embroidery classes were represented by 7,013 specimens; millinery by 75,078, whittling by 1,440, and so on thru the list of accomplishments taught in vacation work.

### Agriculture at Teachers College.

Practical instruction in agriculture and nature study is to be a feature of the work at Teachers College in the near future. Four lots are to be used as a garden or laboratory for the department of nature study. A greenhouse will be built of ornamental brick and glass, at a cost of some \$1,200. The building is to be eighteen feet long and forty-two feet deep. It will be equipped with all modern appliances, so that botanical as well as agricultural experimentation may be carried on both in winter and in summer.

Dean Russell says of the movement:

"It is important that those who are to spend their lives in agricultural pursuits should have as teachers in their youth those who take an intelligent interest in agricultural problems. It rarely happens that what is treated with respect in the school becomes an object of contempt out of school. My argument takes no account of the question whether agriculture should be taught in the schools or not. The problem will ultimately be solved to the satisfaction of those most interested.

"But I do not say that nature study under a teacher who has no conception of the principles of agriculture and horticulture and who is only half fitted for his work, is of doubtful value. I should say the same of the teacher of mathematics who is ignorant of mensuration and mechanics, or of the teacher of literature who cannot himself write English. The ability to make a plant grow and to know why it grows are surely of as great significance from the educational point of view as to know what it is or how to classify it."

### Rules For Physical Training.

The board of superintendents and directors of physical training in New York are making every effort to insure systematic instruction in that subject under the new course of study. To this end the superintendents have adopted the following rules for the guidance of principals and special teachers:

"The special teacher should in all cases discuss the work with the class teacher, always commending good features of the work, and improvement made. She should always tell the class teacher of points that are faulty, or need improvement, but this should be done in such a way as to avoid placing the class teacher at fault in the eyes of her pupils.

"When the interests of the work demand it, or the principal of the school so requests, the special teacher may, with the approval of the director of physical training, arrange for conferences with the teachers of a school after school hours.



"The special teacher should render assistance in the organization of recesses, so as to afford to each class a maximum of opportunity, for games and plays in the yards, playrooms, or classrooms. She should instruct classes in such plays and games, and should report on recesses and games.

"Upon entering a school the special teacher should report to the principal of the school unless he otherwise directs. At the close of a visit to a school the special teacher should report to the principal upon the condition of the work in physical training in his school, giving in each case the substance of any written report to be made to the director or superintendent.

"The special teacher shall make to the district superintendent, and to the director of physical training such reports as may be required, either in detail or in summary, upon the condition and progress of the work in any class, department or school. The professional standing of all class teachers shall include the character of the work in physical training.

"In visiting a school the special teacher shall observe the carriage of the pupils at assemblies or dismissals, and give advice and assistance when asked for, or needed, as to methods of marching, etc.

"The special teacher shall arrange tables of exercises for department drills. She shall assist in starting such drills, shall see them when making visits to the school, and shall assist and advise in making them of a high standard and representative of the regular schoolwork in physical training.

"In so far as practicable similar assistances shall be given, with the approval of the director, for exhibition drills."

## Recent Deaths.

IPSWICH, MASS.—Mrs. Eunice Caldwell Cowles, widow of Prof. John Phelps Cowles, died here on September 10.

## Educational New England.

HOLYOKE, MASS.—Mr. M. H. Walrath, principal of the high school at Troy, N. Y., has been elected principal of the high school, to succeed Mr. Akers. Mr. Walrath has been a teacher in the Troy school for about ten years, principal for nearly six, and he is well fitted for his new position.

HARTFORD, CONN.—The Connecticut State Teacher's Association will be held in this city on Oct. 13th. The most important general addresses will be on "Instruction and Education," by Dr. Henry Van Dyke, Princeton, N. J.; "The Personality of the Teacher," by President Wm. DeWitt Hyde, of Bowdoin college; "The Rural School from the College Standpoint," by Pres. George Williamson Smith, of Trinity college; and "Defects in Training Country Children," by Prof. Rufus S. Stimson, of the Connecticut Agricultural college.

The afternoon will be devoted to meetings by sections, with valuable papers and addresses in each section.

The principal feature of the meeting of the high school section will be a paper on "Home Arts in the High School," by Ray Greene Huling, master of the English high school at Cambridge, Mass. In the grammar school section, George A. Martin, of Boston, supervisor of public schools, will talk upon "The Secret of a Strenuous Life." Two papers in the intermediate section will be, "The Mission of Art," by G. H. Bailey, of the Massachusetts State Board of Education, and "The Ideal School," by S. T. Dutton of the Columbia university. In the primary section, Edward L. Thorndike of Columbia, will talk on "Common Sense

She was graduated from the famous Ipswich seminary in 1827, the school then being in charge of the Misses Grant and Lyon. Her very marked talents shown as a pupil led to her appointment as a teacher and she remained with the school until the founding of the Wheaton seminary at Norton, in 1834, where Miss Caldwell became the principal. Later, she resigned to accept a position at Mount Holyoke, where she remained until her marriage to Prof. Cowles, of Oberlin, O., in 1838. Prof. Cowles continued in the chair of Hebrew at Oberlin until 1844.

Prof. and Mrs. Cowles took charge of the Ipswich Female seminary upon his resignation at Oberlin, as joint principals, and they conducted the school until 1876, when they closed it on account of advancing years. The worth of Mrs. Cowles' work, as well as that of her husband, is attested by the many pupils scattered thruout New England, and even in more distant parts of the country.

Charles Ammi Cutter, who may be said to have contributed more than any other individual to the establishment of library economy, died on September 6. He was the author of "Rules for a Printed Dictionary Catalog," two editions of which have been published by the United States Bureau of Education. From 1881 to 1893 he was editor of *The Library Journal*.

Mary E. Conway, founder of the *Collegio Americano* in Buenos Ayres, died recently. She went to Buenos Ayres in 1877, at the time when Sarmento was establishing provincial normal schools in Argentina. She taught in the schools of the country for the remainder of her life.

The Rev. Dr. Alvah Hovey, for many years president of the Newton Theological seminary, died on Sept. 7. Dr. Hovey was a graduate of Dartmouth college, a trustee of Brown university and of Worcester academy, and vice-president and trustee of Wellesley college.

in Elementary Education," in the kindergarten section Dr. Walter L. Hervey, of New York, will speak on "The Teacher's Art of Life," and in the ungraded section Dr. T. M. Balliet will deliver an address on "What Ought the Professional Standard of Teachers to be?" Other sectional meetings will be devoted to physical culture, to manual training and art, and to music.

MANSFIELD, MASS.—Mr. Harrison A. Morse, for several years sub-master, has been elected principal of the high school, succeeding Mr. George W. Stone. He has been a resident of Mansfield for many years. Mr. Stone has been elected to a position in the Newark, N. J., high school.

ABINGTON, MASS.—At the opening of the fall term, the pupils entered the new high school building. It is large and commodious, fitted with laboratories, fine class rooms, a manual training room, and all modern conveniences. Besides the high school, it will accommodate the highest grammar school class.

WALTHAM, MASS.—The school committee has decided against the introduction of military drill in the high school, but has voted to introduce physical culture for boys.

The Yale missionary society is to try to establish an American university in China, to educate the young Chinese after American ideas. The plan of the society is to have the university established with seven departments, a preparatory school, collegiate, normal, theological, and medical departments, and a school of journalism and literature.

## Literary Notes.

Ginn & Company's series of *Jones Readers* for schools, presents, among other admirable features, lessons in morals. The reader is taught kindness to animals, obedience, courage, honesty, helpfulness, reverence, courtesy, patriotism, industry, patience, and perseverance. Selections are included from the world's best literature. The readers are adapted according to the grade and understanding of the pupil. They are the work of Pres. L. H. Jones, of the Michigan State Normal college, formerly superintendent of the city schools of Indianapolis, and later, of Cleveland. The illustrations, numbering several hundred, are printed from wood engravings and from originals by well-known artists. All in all, these *Readers* have hardly been surpassed by any issued hitherto from any house.

A dictionary of the Ancient Egyptian language has been completed by the Berlin Academy of Sciences. Prof. Erman, Germany's greatest Egyptologist, has directed the work under the endowment of the emperor. The dictionary contains 280,000 words and subjects.

Prof. Henry E. Bourne, of Western Reserve university, has just sent to D. Appleton & Co. his edited pages of Lecky's "A History of England in the Eighteenth Century" which deal with the French revolution. This will be published separately with an introduction and connecting matter by Prof. Bourne.

Prof. E. Benjamin Andrews has just completed an extension of his "History of the Last Quarter Century," which will be published by Charles Scribner's Sons. It will be entitled "The United States in Our Own Time. A History from Reconstruction to Expansion," comprising the years from 1870 to 1903. Among the subjects treated are: the new possessions of the United States; our "invasion" of Europe with our inventions and products, the great industrial movements and the race difficulties.

The next volume in D. Appleton & Co.'s "Expansion of the Republic" Series will be "Steps in the Expansion of Our Territory," by Oscar P. Austin, chief of the bureau of statistics in the treasury department at Washington. The volume deals with the territorial aspects of the subject.

"How to Make a Flower Garden," a volume covering every branch of the subject, will be published this winter by Doubleday, Page & Co.

There will be chapters on annuals, perennials, trees, shrubs, vines, bulbs, roses, dahlias, schoolgardens, the backyard problem, and the small greenhouse. In appendices will be given a list of plants for special localities and purposes, the time when flowers bloom, and cultural instructions.

Mary Applewhite Bacon, the well-known writer and teacher in the South, has written an article on the industrial schools recently established in Southern cities. In these schools the children of the mill laborers are not only taught to work intelligently, but to care for themselves and their homes. The paper will appear shortly in *Harper's Magazine*.

Atwood's Grammar School Algebra, published by The Morse Company, meets every requirement of the new course of study of New York city. On this account it has received approbation in the city and it will undoubtedly be used in many schools.

(Continued on page 283.)

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## Literary News.

(Continued from page 280.)

*The American Printer* for September is, as usual, a veritable mine of good typography and well printed and handsome cuts. The color printing in the number is especially fine.

*The Architects and Builders' Magazine* for September contains an interesting discussion of the fire escape problem and of the distribution of hot water for heating. It also has expositions of the new *Times* building in New York, the American Renaissance and Modern Architecture in Europe. As usual the number is profusely and elegantly illustrated.

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